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IMPLEMENTATION OF AD HOC DIRECTIVES ON EQUAL EDUCATIONAL OPPORTUNITY. THIRD INFORMATIVE REPORT.

LOS ANGELES CITY SCHOOLS, CALIF.

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THIS REPORT OF THE SUPERINTENDENT OF THE LOS ANGELES CITY SCHOOLS TO THE BOARD OF EDUCATION PRESENTS IN DETAIL THE SPECIFIC WAYS IN WHICH THE BOARD'S DIRECTIVES ON EQUALIZING EDUCATIONAL OPPORTUNITY HAVE BEEN IMPLEMENTED. THE 27 DIRECTIVES DEALT WITH THE GENERAL POLICY OF EQUAL EDUCATION, THE ESTABLISHMENT OF AN OFFICE OF URBAN AFFAIRS, COMPENSATORY EDUCATION PROJECTS, SCHOOL ZONING, PUPIL TRANSFERS, AND DISCIPLINE AND DROPOUTS. THERE WERE ALSO POLICIES ABOUT A RACIAL AND ETHNIC CENSUS, TEACHER TRANSFER AND PROMOTION, CURRICULUM DEVELOPMENT, COUNSELING SERVICES, AND IMPROVED PROCEDURES FOR COMMUNICATIONS, PUBLIC INFORMATION, AND COMMUNITY RELATIONS. THE REPORT ALLUDES TO MATERIALS AND OTHER EXHIBITS IN SUPPORT OF THE EFFORTS MADE TO IMPLEMENT THE DIRECTIVES. (NH)

ED015992

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1946

IMPLEMENTATION OF AD HOC DIRECTIVES ON EQUAL EDUCATIONAL OPPORTUNITY

Third Informative Report

UD 004 946

LOS ANGELES CITY SCHOOLS
OFFICE OF THE SUPERINTENDENT
Developed by
OFFICE OF URBAN AFFAIRS

October, 1967

INTER-OFFICE CORRESPONDENCE
Los Angeles City Schools

Date:

TO: Members of the Board of Education

FROM: Jack P. Crowther, Superintendent

SUBJECT: IMPLEMENTATION OF DIRECTIVES ON EQUAL EDUCATIONAL OPPORTUNITY

District efforts during the reporting period to implement the Board of Education's Directives in the area of equal educational opportunities are summarized in this third informative report.

Items included herein reflect the interpretation of the various operating elements as each viewed its varied activities during the reporting period. The responsibility for gathering this data for the Board has been delegated to the Office of Urban Affairs.

It has become increasingly evident that the strengthening of educational opportunities has resulted in a composite District effort of such magnitude that future reports might be more efficiently handled and more helpful to Board members if each were devoted to a particular area of concern.

DIRECTIVE NO. 1 - POLICY OF PROVIDING EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL PUPILS

1. That equality of opportunity in the total community for all ethnic groups is a desirable goal for our society. Therefore, the Board establishes a formal policy of providing equal educational opportunity for all pupils regardless of racial or socio-economic background, recognizing that equal opportunity is best achieved in schools which provide pupils an opportunity for interaction with persons of differing cultures and ethnic backgrounds.

   In furtherance of this policy, the Board recognizes an obligation to act positively within the framework of its educational responsibilities, at all levels and in all areas of the school system,

   (a) By encouraging actions and programs designed to maintain in the Los Angeles City Schools a position of leadership in the avoidance of segregation or discrimination in such matters as school boundaries; student discipline; educational and vocational counseling; teacher placement, transfer, and promotion; and any other matter affecting equal educational opportunity,

(b) By reaffirming present policy that no employee shall be denied a position in any school or office nor denied the full employee benefits applicable to any school, office, or position, including, but not limited to, promotion and transfer opportunities, on account of race, religious creed, color, or national origin, nor shall any employee be compelled to serve in any position, office, school, or capacity, on account of his race, religious creed, color, or national origin,

(c) By insuring that all such policies are continuously and clearly communicated to all school personnel and to the public.

Exploration of the possibilities of improving the educational program by incorporating aides into the various aspects of educational operations and services has been the focus of a committee composed of representatives of all divisions of the Districts. Chaired by a staff member of the Office of Urban Affairs, the investigating committee has been charged with developing a pilot program (for federal funding) to determine the extent to which a public school system may increase its efficiency through the regular employment of education aides (Exhibit 1).

A 1966 publication (Exhibit 2), by the California State Department of Education, provided a compilation of statutory provisions, regulations, and statements of policy as an aid to school boards, administrators, and others in formulating policies regarding equal opportunities in education. Copies of this publication, "California Laws and Policies Relating to Equal Opportunities in Education", have been reproduced by the Office of Urban Affairs and distributed to area superintendents and their school administrative staffs with suggested guidelines for their use.

On July 19, 1966, the Administrator of Urban Affairs, participated in a special program (Exhibit 3), conducted at the Mayflower Hotel in Washington, D. C. called by the U.S. Office of Education's Division of Program Operations to discuss ways in which ESEA Title I funds can be used to advance school desegregation. This "National Conference on Education of the Disadvantaged" reviewed innovative projects for increasing quality education and promoting integration that had been undertaken or proposed (with ESEA funds) by local school districts.

Division of Elementary Education Memo No. 19, dated April 25, 1966, and addressed to elementary school teachers and administrators indicated trends in size of elementary school classes. Attention is called to the fact that in the three year period, September 1963 - September 1966, 316 additional teachers were assigned for class size reduction. (Exhibit 4)

The Mid-City Secondary Education Project (Exhibit 5) was the result of an analytic study initiated in April 1966, of prospective program plans related to the opening of Crenshaw High School, scheduled for February, 1968. This area design, a variation of the educational park concept, will provide curricular innovations and will promote increased opportunities for interaction among students and faculty of differing cultures and ethnic backgrounds.

Such an area concept has the potential not only to provide a program of quality education but to place it within reach of every student. An expansion of the Mid-City Secondary Education Project was recommended by the Educational Development Committee to the Committee of the Whole on December 22, 1966 (Exhibit 6).

Division of Secondary Education Bulletin No. 15, dated April 15, 1966, (Exhibit 7), indicated that the 1966 summer school program would, if approved, be expanded to include 20 junior high schools. (Exhibit 8) Enrollment was maintained on a District-wide basis and student eligibles included those who attended L.A. City high schools, private, or parochial schools. Included among the 1966 summer offerings were a variety of junior and senior high school honors classes and seminars plus enrichment workshops. (Exhibits 9 and 10).

District-wide programs, conferences, and workshops have been developed at the secondary level which involve students of all cultural and ethnic backgrounds. Examples of these activities include:

a. Participation by representatives of all senior high schools at leadership training workshops, scheduled for February and September 1966 at Camp Hess Kramer, is sponsored by the California Association of Student Councils, District 20. (Exhibits 11 and 12).

b. A cross-section of elected and indigenous leaders of all grade levels from six high schools in the "curfew" area were afforded a week-end camp opportunity, one school at a time, to gain increased appreciation of individual rights and responsibilities affecting family, school, and community--and to provide feedback to their respective student bodies of insights and understandings gained from the week-end experience. Camp Max Straus in Glendale provided the setting between February 25, 1966 and May 1, 1966 of this unique curriculum and recreation experience which represented the supportive efforts of Division of Secondary Education, Office of Urban Affairs, and Fund for the Advancement of Education (Exhibit 13).

c. Invitations were extended on February 1, 1966 to a 36 member student group from each senior and six year high school to attend a program sponsored by Our Authors Study Club to commemorate the Role of the Negro in American History. School bus transportation was scheduled between participating senior high schools and Hollywood High School, the site of programs presented on February 19, 1966 (Exhibit 14).

d. "Law Day 1966", a program held at USC, on April 30, 1966 was sponsored by the Los Angeles County Bar Association in conjunction with the Sears Roebuck Foundation and the Los Angeles City Schools. The theme, "Respect the Law - It Respects You" was carried out through District-wide senior high student participation in two forums which received their impetus from distinguished lawyers and judges discussing vital issues concerning the judicial branch of our government. (Exhibits 15 and 16).

Adult schools exist to serve the neighborhoods in which they are located. Though each adult school is situated within a prescribed set of boundaries, duly established by the Board of Education, the limits are not prohibitive or mandatory as are elementary, junior and senior high school boundaries. Because class offerings and curricula differ from community to community, each adult school catering to specific neighborhood needs, doors are open to all prospective Los Angeles adult students. Indeed, many travel into other Los Angeles neighborhoods to enroll in that "one class" which they deem desirable. A recent survey conducted by the Adult Occupational Training Center in San Fernando Valley indicated that 87.54% of the student body commuted from outside the Woodland Hills area in which the school is located. (Exhibit 17). Similarly, Jordan Adult School offers an "Electronics Assembly" (Exhibit 18) class attractive because of job placement prospects, which draws a clientele from at least four other designated adult areas. (Exhibit A).

In an attempt to insure educational opportunities for all citizens, adult schools have capitalized upon the practice of opening "branch locations", which are available day and night, sometimes on Saturdays, in neighboring elementary schools, churches, playgrounds, community centers, housing projects and even in private homes. Thus the educational program is taken to the adult, who for many reasons does not choose to come to the adult school. During the 1965-66 School Year, over 400 branch locations (Exhibit 19) served the 189,000 adults who poured into Los Angeles adult schools. Already, during the 1966-67 School Year, over 325 branch locations have been established (Exhibit 20).

The "English as a Second Language" class begun at the request of 40 adults who lived in the Mead Housing Project and felt that Ann Street Elementary School was close and convenient is a typical example. A need existed, the community reacted, and Lincoln Adult School responded to that reaction. (Exhibit 21).

The broad curriculum designed to fit the desires of many Los Angeles area communities can be envisioned by the following list of classes selected from the hundreds (over 1,200) which are offered in one, some, or all adult schools: (Exhibit 22).

Adult Basic Education
American-Mexican History
Art Appreciation
Auto Care
Basic Civil Service Information
Child Development and Observation
Creative Life for Women
Creative Writing
Communication for Supervisors
Custodial Engineering
Electronic Computor Programming
Electronic Production Techniques
English as a Second Language
Gerontology
Home Management
Income Tax Accounting
Investment Opportunities
Law for the Layman
Medical Office Practices
Negro History
Personal Traffic Safety
Serbo-Croatian
Stocks and Bonds
Swahili
Ways of Mankind

Not only is the curriculum diverse, but new teaching methods and techniques are being used to specifically meet the nature of the adult learner. (Exhibit 23).

Five "study skills centers" employing teaching machines and programmed textbooks organized, one each, at the Adult Occupational Training Center, Gardena Adult School, Mid-City Occupational Training Center, University Adult School, and Washington Adult School. Experience, research, and development have indicated that adults, in particular, are rewarded greatly by learning at their own rates, a prevalent feature of programmed instruction. Increasing use of the audio-lingual, audio-aural method of instruction makes foreign language and English as a second language instruction more acceptable and more effective. A pilot program at Manual Arts Adult School, which opened the high school library to the community at night, has lead to demands for other library services for adults. Five more such pilot programs are in the planning stage.

Other creative endeavors which highlight adult education methods, such as the English class for foreign born professionals conducted at International Institute, a branch of Roosevelt Adult School, continually demonstrate the drive of adult educators to provide equal educational opportunities. (Exhibit 24).

The Child Welfare and Attendance Branch has incorporated into its employee manual a transfer policy (Exhibit 25) which stresses optimal District service along with consideration of personal and professional factors. Additionally, the Branch has granted leaves of absence to outstanding staff members so that they may accept more responsible positions in other District programs designed to promote equal educational opportunities. (Exhibit 26 *p. 14 and Exhibit 27).

Functions delegated to the Health Services Branch have been and continue to be discharged in accordance with the policy of equal educational opportunities for pupils and employees. All aspects of health services for pupils and employment practices for staff have reflected an organizational structure and operation that is devoted to optimal professional service, regardless of racial or ethnic background. (Exhibit 28).

DIRECTIVE NO. 2 - ESTABLISHING OFFICE OF URBAN AFFAIRS

2. That a position concerned with human relations and with compensatory educational activities in the Los Angeles City Schools be established in the Office of the Superintendent. Duties should include, but not be limited to, the following:

   a. Fostering research into the basic causes of current problems in achieving equal educational opportunities for all; working in cooperation with the Los Angeles City Schools Human Relations Council, and with other committees and agencies within and outside the school system; recommending ways for the District to work more effectively in and with the community in relieving these problems,

   b. Encouraging and advising in the expansion and development of classroom programs in the field of human relations, with particular emphasis on materials and projects that will give a true picture of the role of all ethnic groups in American life and emphasize traditional democratic ideals and attitudes,

   c. Strengthening of established human relations and personnel procedures for dealing with questions and complaints of school personnel, parents, and the general public. These procedures should continue to operate within the regular administrative structure of the school system and should provide the most effective means possible for teachers or the public to appeal to higher authorities in complaints or grievances against any school official. The procedures should be given sufficient publicity so that anyone can easily learn of their availability and how to use them.

Throughout this reporting period, the Human Relations Unit has continued to implement the AD HOC Directives approved by the Los Angeles City Board of Education. One of the Unit's essential tools has been the Los Angeles City Schools Human Relations Council. Council members have been representative of a broad spectrum of organizational elements and have included:

NAME	POSITION	LOCATION
Pauline Hopkins	Research Specialist Research & Development	Emerson Manor
Howard Russell	Assistant Professor	Los Angeles Pierce College
Aram Tolegian	Administrative Coordinator	Beverly Boulevard Center
Josie G. Bain	Administrative Assistant	Elementary Area North
Marion Elliott	Coordinator	Division of Elementary Education Elementary Assignments

NAME	POSITION	LOCATION
Paul Kokota	Principal	Marianna Avenue Elementary School
Philip Zwerdling	Teacher	Nora Sterry Elementary School
Gloria S. Curtis	School-Community Relations Consultant	Office of Urban Affairs
William Rosch	Supervisor	Division of Instructional Planning and Services
Ernest C. Wills	Head Supervisor	Personnel Services
William B. Black	Teacher	Drew Junior High School
John R. Cervantes	Teacher	Grant High School
Dr. Dave Schwartz	Administrative Coordinator	Division of Secondary Education
Barry Tunick	Teacher	Foshay Junior High School
William H. Bailey	Director of Human Relations	Office of Urban Affairs
Sam Hamerman	Assistant Superintendent	Office of Urban Affairs
Louise W. Seyler	Deputy Superintendent	Instructional Services

Earlier AD HOC reports have detailed the Human Relations Council's work in the creation and implementation of brochures and pamphlets dealing with the subject of improving intergroup relations for administrators, school personnel and community people.

The Council, through its writing committee, produced and distributed a new pamphlet entitled, "Outline for Student Human Relations Committees". (Exhibits 29 and 30) for the benefit of individuals and organizations in need of such guideline information.

A second project of the Council was to revitalize the seven pilot faculty Human Relations Committees which were in operation during the previous year. Following consultation and evaluation meetings with chairmen of these committees, new guidelines for the operation of Faculty Human Relations Committees were evolved. (Exhibit 31). The Human Relations Unit is now prepared to train as soon as funding is available, administrators and faculty representatives from twenty-two high schools.

A third project was the review and evaluation of all the human relations material in the Audio-Visual Section and our Library Section. Each of two large committees reviewed all books, films, records, slides, pictures, and other related material in the area of human relations. (Exhibit 32). As a result of these reviews, the Council made recommendations to establish as its project for the year the production of three human relations films: elementary, secondary, and teacher training.

The fourth project involved the creation of plans (Exhibits 33 and 34) for the production by the Human Relations Council and other Los Angeles City School staff members of three human relations films. The cost factor thus far has prevented the launching of such a film producing project. However, the Elementary Division has approved the first of the three (Exhibit 35 and 36) and a committee is currently studying initial plans for the making of the first District produced human relations film. The Human Relations Council also has been a service element. Service has been provided to schools and offices by resource personnel in the form of experience and "know-how." Council members have been active participants in human relations workshops. (Exhibit 37).

During the period of this report, the Human Relations Unit continued to work cooperatively with operating divisions to improve human relations in our schools (Exhibit 38). Two 1966 summer symposia were designed to examine socio-economic patterns affecting the teaching process, to improve home-school communication, and to describe programs which reach the disadvantaged student (Exhibit 39).

Assistance in the launching of a human relations workshop for the faculty at Mark Twain Junior High School was provided in October 1966 (Exhibit 40).

Personnel Division representatives and Urban Affairs staff met with community organization representatives to promote understanding of examination and related personnel procedures (Exhibits 41 and 42).

The Human Relations Unit has assisted in the solution of problems involving attendance (Exhibit 43), curriculum (Exhibit 44), and teacher assignment (Exhibit 45). Continuing efforts have been made to maintain cooperative working relationships with all District elements.

Cooperative associations with non-District groups, organizations and agencies have been developed, maintained, or strengthened. These have included:

The Los Angeles City Commission on Human Relations (Exhibit 46)
The Los Angeles County Human Relations Commission
Orange County Committee on Human Relations
The Los Angeles Regional and Local Urban League
The United Civil Rights Council
The Anti-Defamation League
Ministerial and Religious Groups representing many faiths and denominations
California State College at Los Angeles
Redlands University
San Fernando Valley State College
The University of California at Los Angeles
University of Southern California
Inglewood School District (Workshop - Exhibits 47 and 48)
Yucaipa Board of Education

In December 1965, the Director of Human Relations, served as a District representative in Washington, D. C. to the "Action Council for Better Cities". (Exhibit 49).

During this reporting period cooperative assistance has been provided to the Curriculum Branch in its preparation of a new American Heritage series designed to help give a truer picture of the role of all ethnic groups in American life. Unit efforts have also resulted in the placement in the agenda of every human relations workshop (or study group) of a section on improving minority image. A library of human relations literature, including image building material (Exhibit 50) is maintained for the reference of workshop participants and other interested system personnel.

In cooperation with the Office of Urban Affairs staff, the Division of Secondary Education, in November 1966, produced for faculty human relations representatives an experimental guide entitled "Approach to a Human Relations Program for Junior and Senior High Schools" (Exhibit 51).

Selection and assignment in February 1966 of 18 new School Community Relations Consultants have resulted in increased contacts with parents of children in target area schools to help determine their immediate concerns in relation to the education of their children (Exhibit 52). Information feedback has been provided to school and central office administrators.

The School Community Relations consultants have been involved in setting up human relations workshops and programs in the local secondary schools. (Exhibit 52).

Markham Junior High School provided the site for a 1966 community Easter festival called Simon Rodia Commemorative Watts Renaissance of the Arts. Sponsored by a group of organizations and individuals devoted to promoting creative activity, with the cooperative assistance of the Office of Urban Affairs and the Division of Secondary Education, the week-long event provided all local artists an opportunity to exhibit their work for recognition and sale, to meet the public on an informal basis, and to serve as a stimulus for the development of art activities in the Watts area. Additionally, the festival featured artists at work and programs of music, drama, dance, and song by professional and amateur talent (Exhibit 52).

The Superintendent of the Inglewood Unified School District sought information and resource assistance on June 1, 1966, from the Office of Urban Affairs for the improvement of intergroup relations (Exhibit 48) within his District. On August 18, 1966 three members of the high school faculty met with Urban Affairs representatives to review "ethnic problems facing Inglewood High School" preparatory to the implementation of a workshop for the staff (Exhibit 47).

The numerous contacts made by Child Welfare and Attendance personnel in the regular discharge of their responsibilities has resulted in frequent referrals to Branch offices for assistance in responding to questions and complaints. Counsel, advice and assistance are provided when possible. Others are referred to direct sources of help. (Exhibit 26, pp. 18-22)

Cooperation between the Health Services Branch and Office of Urban Affairs in the area of human relations has involved conferences, personnel interviews, and parent contacts. (Exhibit 28)

DIRECTIVE NO. 3 - EXPANSION OF INTENSIFIED PROGRAMS OF COMPENSATORY EDUCATION

That intensified programs of compensatory education be expanded in schools which have large numbers of low achievers because of differing socio-economic or cultural backgrounds. These programs should include, but not be limited to, increased counseling services and remedial instruction; increased flexibility in local school programming; special training for teachers, counselors, and administrators; projects designed to raise aspiration levels; and pilot projects in culturally disadvantaged areas such as the extension of the school day in selected elementary schools, and others recommended in the Report of the Planning Team for the Expansion of Opportunities for Educationally Deprived Pupils.

An in-depth orientation(Exhibit 54) to the South Central Los Angeles community - its people, its needs, its youth - for teachers coming into the Los Angeles school system for the first time, was provided (September 8-12, 1966) through the combined efforts of Urban Affairs, Teen Posts, NAPP, and the O.E.O. Training and Development Center (located at San Fernando Valley State College). Results of these direct contacts with community and agency personnel led to the planning for similar orientation procedures for teachers new to the East Los Angeles area.

In December 1965, the Board of Education accepted a $15,000 grant from the fund for the Advancement of Education (Exhibit 13) to finance six week-end camp experiences (Living Bill of Rights), one per school, for leaders (elected and indigenous) from each of the six senior high schools in the economically disadvantaged areas. During the period February 25 - May 1, 1966, 58 leaders from each of the participating schools were provided with innovative educational, recreational experiences at Camp Max Straus (Glendale). These involved the encouragement to speak freely, to voice individual feelings, and to exchange ideas with peers and adults relative to the promotion of an understanding of the Bill of Rights as a meaningful instrument in the daily life of an individual. An evaluation report (Exhibit 55) of this experiment in nonstructured learning was developed by the Office of Research and Development.

"Prospectus For Youth" (Exhibit 56) was a Saturday (April 30, 1966) program designed to raise student aspiration levels and was held at California State College at Los Angeles under Urban Affairs sponsorship. Successful models from all walks of life provided direct guidance and assistance in their specialties to young people whose interests and concerns were similar.

The Office of Urban Affairs continued its cooperative activities with U.C.L.A.'s Center for the Health Sciences (Exhibit 57) by arranging (Exhibit 58) for job screening and processing of five senior high students with an interest in and aptitude for science. Comprehensive background data (Exhibit 59) of the students who participated in such 1966 summer laboratory work experience program was provided the U.C.L.A. program administrators.

Another area of cooperation with U.C.L.A. officials involved arrangements for Peace Corps teacher trainees (March 7 - April 3, 1966) in six elementary schools (Exhibit 60) prior to their transfer to the mid-west and eastern regions of Nigeria.

A valuable pre-service experience for the trainees was a two week opportunity to live with the families whose children attended these six schools to gain greater insight into the children's total environment.

In June 1966, discussions among Urban Affairs staff and U.C.L.A. Peace Corps Project personnel laid the groundwork for further educational planning with regard to the Peace Corps Summer Training Program and Upward Bound (Exhibit 61).

On September 22, 1966, Urban Affairs' staff members, representatives of volunteer organizations and tutorial projects, and an elementary school administrator presented to the Board of Education an informative report relating to volunteer services in the Los Angeles City Schools (Exhibit 62). The purposes, organization, activities, successes, and problems of the various volunteer programs were described.

In compliance with the guidelines developed by the Compensatory Advisory Committees Commission and approved by the State Board of Education, the District implemented three advisory committees for ESEA Title I projects. These committies, each composed of 24 members, are known as the Citizens' Compensatory Education Advisory Committees. Committee membership includes seventeen parents of youngsters residing in the target areas and whose children are participating in compensatory education programs. Committee A (San Fernando, Pacoima, East Los Angeles), Committee B (Venice, Ocean Park, Central Los Angeles), and Committee C (South Central Los Angeles, San Pedro, and Wilmington) met jointly for its first informational meeting on December 28, 1966 and received the materials labeled(Exhibit 63).

Coordinated by the Office of Urban Affairs, there was presented to task force members cooperating in the development of a proposal for a planning grant under the Demonstration Cities and Metropolitan Development Act of 1966, an adult education program (Exhibit 64) indicating the need, proposed goals, other components, administration, planning, and development of facilities in the model neighborhood area.

In the fall of 1966, the McCone Commission again enlisted the services of Dr. Kenneth Martyn (California State College, Los Angeles) to identify in a progress report the extent to which the Commission's educational recommendations had been implemented by the District during the year following the Watts riots. Coordination and liaison for the progress report was provided by the Office of Urban Affairs. (Exhibit 65) represents the extent to which adult education programs of 1965-66 and the summer of 1966 reflected the spirit of McCone Commission recommendations.

Staff Meeting minutes (Exhibit 66) of the local community action agency (EYOA) have noted the active participation of the District's Joint Powers representative, an Urban Affairs staff member, in the planning and development of federally funded programs implemented by various agencies and organizations in Los Angeles County.

In March 1966, the Executive Director and Board Chairman of EYOA presented to the Administrator of Urban Affairs, at a regular meeting of the Board of Education, a plaque in recognition of his organizational leadership and service in the capacity of Board Chairman of YOB and its successor, EYOA.

For this reporting period, the Office of Urban Affairs Administrator has been active as an EYOA Board policy maker through service on the Program Planning and Development Committee, Personnel and Finance Committee, and Manpower Development Committee (Exhibit 67).

Through contacts established by the Office of Urban Affairs, an $800.00 gift to provide for the purchase of supplemental books for schools serving desadvantaged areas was made by the Booklift Fund to the pupils of the District (Exhibit 68). The donor requested, on May 24, 1966 that "the books be placed in classrooms and used by the teachers to encourage pupils to engage in more frequent pleasure reading at school and at home". Cooperative assistance for implementing this project was provided by the Library Section and Student Activities Branch.

The Community Science Workshops and the Office of Urban Affairs co-sponsored a Saturday (April 16, 1966) conference (Exhibit 69) for teen-agers, parents and teachers on "The Role of the Community in Science Research and Education". Los Angeles Trade-Technical College provided the physical facilities for the conference program which included workshops for teenagers and for adults, exhibits from the Museum of Science and Industry, and speakers representing industry and education. Publicity (Exhibit 70) for these Community Science Workshops was an Office of Urban Affairs responsibility.

In order to help disadvantaged youngsters secure something of their own which would at the same time, help them to improve themselves, the Office of Urban Affairs tutorial program staff, in cooperation with the Hollywood Booksellers Association, arranged (Exhibit 71) to furnish more than 26,000 books to be given away to youngsters enrolled in the after-school-hours tutorial program.

In October and November 1966, meetings (Exhibit 72) involving representatives of U.C.L.A.'s Educational Opportunities Project, the Division of Secondary Education, and the Office of Urban Affairs, were held to lay the groundwork for spring orientation tours of the U.C.L.A. campus by college capable B11 - B12 young people from schools in the disadvantaged areas. The objective, design and mechanics of the orientation program (Exhibit 73) were initially developed in the Office of Urban Affairs. It was hoped that there could be developed some tie-in between participants in the Educational Opportunities Project and an expanded U.C.L.A. summer work opportunities program.

The School Community Relations consultants have been involved as resource persons in In-Service training on community concerns to school personnel. They have initiated and carried out human relations In-Service training meetings for faculties. (Exhibits 31, 32, 33, 37, 39, 40, 50.)

On June 23, 1966, the Division of Elementary Education published "Salient Facts of Elementary Specially Funded Projects for Year 1966-67". Included in the two-page leaflet are two EOA Title II-A Community Action Programs (Extended Day and Saturday School - involving 70 schools) four Title I ESEA Projects (Corrective and Remedial Reading, Early Childhood

Education, Special Opportunities Project, and Primary Reading Emphasis Program involving 105 schools). (Exhibit 74)

Details regarding the nature of ESEA programs which would be operative during the 1966 fall semester were incorporated in Division of Elementary Education Reference List No. 1 (September 1, 1966) for the attention of Elementary School Administrators (Exhibit 75). These included:

a. Corrective and Remedial Reading (Project K, ESEA Title I):
Provides instruction for pupils who show signs of reading difficulties in primary grades

Provides instruction for non-English speaking pupils in all grades

Provides instruction in library skills for all grades

b. Early Childhood Education (Project II, ESEA Title I):
Provides classes for pre-school children and the assignment of kindergarten teachers to absorb waiting lists and reduce class norm

c. Special Opportunities Project and Primary Reading Emphasis Program (Projects III and IV, ESEA Title I):
Provides additional instruction and opportunities for more capable students of all grades

d. Increased social services, health services, and counseling services are integral parts of Projects I, II, and IV mentioned in a, b, and c immediately above

Compensatory programs, conducted by the Division of Elementary Education and supported by a combination of local and federal funds for the reporting period, have been expanded as follows:

a. Pre-school: from 10 to 69 classes
b. Extended Day: from 28 to 98 schools
c. Saturday School: from 24 to 48 schools
d. Summer Study Centers: from 24 to 48 schools
e. Summer Pre-School: from 120 to 161 classes

Representative exhibits, some of which include activities, which both antedate this reporting period and were listed in Ad Hoc Informative Report No. 2, but were published during the interval of concern, describing compensatory education programs, are as follows (Exhibit 76):

a. Each of the five major titles of PL. 89-10, Elementary and Secondary Education Act, were summarized for informational purposes for elementary division personnel in March 1966

b. Objectives for Pre-Kindergarten (June 1965) included suggested experiences involving perceptual-motor skills, social-emotional readiness behavior, and intellectual-academic readiness behavior (Exhibit 77)

c. The "Field Trip Laboratory" component of the 1965 Summer Center program, was designed for children in grades 4-6 who had demonstrated a particular interest in social sciences and possessed leadership potential. Included are component objectives, description, educational plan, outcomes, and suggestions. (Exhibit 78)

d. An evaluation of the 1965 Elementary Summer Study Centers, published by the Office of Research and Development in November 1965, (Exhibit 79) provided a comprehensive examination of the purposes, objectives, data, findings, and recommendations related to the nine major instructional components. Addenda supplied reproductions of the instructions developed and used in the evaluation process.

e. The technical assistance and materials available to elementary teachers are described in "Services of the 42nd Place Science Center," a leaflet developed by Elementary Area North for the 1965-66 school year. Included in the four page mimeographed circular are science resource persons, lists of materials available for check-out, additional services, plan for obtaining kits, activities at the center, and planned experiences for science center classes. (Exhibit 80)

f. In a six page bulletin, dated September 29, 1965, from the Associate Superintendent, Division of Elementary Education, to principals of schools participating in the Extended Day Supplementary Program, information affecting the operating of the program for the funding period is provided. (Exhibit 81) An equally comprehensive and informative bulletin was distributed on the same date to principals of schools participating in the Saturday School Supplemental Program. (Exhibit 82)

g. Background information, essential elements, and specific elementary projects to be staffed and implemented under ESEA were described by the Division Head in a statement dated January 18, 1966. (Exhibit 83)

h. Suggested criteria for selection of children for preschool classes were listed in a statement issued by the Elementary ESEA Office on February 8, 1966. (Exhibit 84)

i. A description of the educational disciplines and extra-curricular activities designed to accomplish specific objectives in eight 1966 Elementary Summer Study Centers were described to administrator of elementary schools in Reference List No. 10, dated March 28, 1966. (Exhibit 85)

j. An "Overview of Science Program" (June 27, 1966) provided Summer Study Center principals and science teachers with information designed to help the correlation of Science Center presentations with Summer Study Center Science Program. (Exhibit 86)

k. Descriptions of components of the elementary ESEA program plus reactions of parents, pupils, and teachers involved in the effort to extend achievement in target area schools were set forth in "Excellent Schools Extend Achievement", a September 1, 1966 publication of the Division of Elementary Education. (Exhibit 87)

l. On May 19, 1966, the Division of Elementary Education distributed an informative summary of research findings regarding culturally disadvantaged youth which were obtained from preschool critical incident observation records. (Exhibit 88)

m. A "Summary of Evaluation Reports, ESEA Title I Projects, Spring Semester 1966" was completed by the Office of Research and Development in November 1966 for submission to the California State Department of Education. Abstracts in the form of description and results of each project comprised the summary. (Exhibit 89)

The Office of Special Programs of Education in the Division of Secondary Education made the following summary in June 1966 of locally funded programs implemented during the spring and/or summer of 1966:

A. <u>The Secondary School Reading Program</u>

1. The Reading Program (Exhibit 90) provides:

- Remedial instruction in Basic Reading and Reading Improvement classes

- Extension of more complex reading skills in Power Reading

- The application of developmental skills in all subject field classes

Reading classes are available to all secondary schools according to procedures and policies in DSE - No. 34. The Los Angeles City Secondary School Reading Program. (Exhibit 91)

2. <u>Reading Centers</u>

Reading Centers are established at Van Nuys Junior High School and Birmingham Senior High School. In addition to provision of Basic Reading, Reading Improvement, and Power Reading classes for pupils in those schools, the Centers serve as demonstration centers for secondary school and university teacher observation. (Exhibit 92)

3. <u>Summer School Reading Program</u>

The special reading classes are an integral part of the regular summer school offerings. (Exhibit 93)

B. The Program for Low Index Special Training

This program provides schools norm assistance for the establishment of special small sections of academic classes which are geared to the needs of the apparent slow learners. (Exhibit 94)

C. The Program for Educable Mentally Retarded

This program is a special core type program wherein pupils are with a specially credentialed teacher three periods each day and with other pupils in physical education, fine arts, and practical arts. Eligibility of pupils is determined by psychological study. (Exhibit 95) The program is available to all secondary schools according to procedures delineated in DSE - No. 6, The Organization and Administration of the Program for Educable Mentally Retarded Minors in Los Angeles City Secondary Schools, and pending availability of budget for teaching positions. (Exhibit 96)

D. The Programs for Non-English-Speaking and Foreign Students

Thirty-two secondary schools provide this program on a District NES and FS service boundary basis and are assisted in this program by a special teacher norm. English as a second language is taught on three levels: beginning, intermediate, and advanced. As students are able to handle the English language adequately, they are programmed with regular classes. (Exhibits 97 and 98)

E. Foreign Exchange Student Program

Through the American Field Service and Teen-Age Student Exchange Program many students from foreign countries come to Los Angeles, live in our communities, and are enrolled in our secondary schools. (Exhibits 99 and 100)

F. School Community Opportunity Programs in Education (SCOPE) were announced in a September 19, 1966, memorandum from the Division Head as being located in 31 schools and operating under local funding in accordance with appended guidelines. (Exhibit 101) This four-phased compensatory education program included (a) Reading, (b) Extended Library, (c) Evening Counseling, and (d) School-Home Coordinator.

The summaries presented immediately below have included project description and title, source of funding, number of pupils, and cost factors which indicate the broad character of federally funded compensatory education programs conducted by the Division of Secondary Education.

A. ESEA PL 89-10, TITLE I

SECONDARY EDUCATION PROJECT 1966-67

An educational project consisting of reading-centered classroom instruction and supportive components designed to provide classrooms

with special instructional materials, specific in-service training, clerical and materials preparation assistance, equipment and instructional supplies for teachers, along with intensive counseling and guidance services to 22,000 educationally disadvantaged youth, attending public and nonpublic schools, and their parents.

Number of Pupils	22,000
Instructional Cost	$4,801,544
District Administration	1,035,828

B. EOA PL 88-452, TITLE II-CAP

SECONDARY EDUCATION PROJECT (1966-67 SOC)

A Student Opportunity Center Project in 13 junior high and 9 senior high schools in designated poverty areas provides pupils with enrichment and remedial opportunities on a voluntary basis which support and complement the secondary schools' regular and ESEA funded programs. Designed to compensate for some of the limitations of the pupils' out-of-school environment, the program provides teachers, materials, and supplies for individual and small group opportunities on an after-school and Saturday basis in six areas: Reading and Study Skills, Library Services, Extended Counseling, Tutoring, Creativity Classes and Educational Journeys.

Number of Pupils	13,000 (Est.)
Total Cost	$1,303,124

C. VEA PL 88-210 (1963)

SECONDARY EDUCATION PROJECT (1966-67)

A Vocational Education Project designed to assist pupils in acquiring the skills needed for gainful employment through entry positions in recognized occupations within the vocational fields of agriculture, business, home economics, and industry. Funds for approved projects are provided on a matching basis for such major costs as teacher salaries, subsidized in-service training workshops, capital outlay supplies, central office staff, and plant operation and maintenance as follows:

Occupational Field	No. of Pupils	Cost of Programs District	VEA	TOTAL
Agriculture	801	$ 199,679	$ 99,424	$ 299,103
Business	1,288	48,099	39,952	88,051
Home Economics	218	83,459	64,953	148,412
Industrial	5,050	3,742,468*	315,670	4,058,138
TOTALS	7,357	$4,073,705	$519,999	$4,593,704

*Includes $2,393,000 from Bond Funds only, for construction of shop buildings for "Industrial Education" in seven high schools.

D. NDEA PL 85-864, TITLE III-A

Secondary school programs under the National Defense Education Act

strengthen educational programs in mathematics, science and modern foreign languages by providing for the purchase of equipment, films and programmed instructional materials on a matching funds basis for regular and continuation classes. In addition, modernization of laboratory facilities is provided. (A limited amount of funds to improve teaching and supervisory services by outside professional experts is included in Title III-B of the Act.)

No. of Pupils Participating 754

Instructional Cost III-A $22,896

No. of Schools Participating: 10

Statistical Summaries for the Project, ESEA, Title I, 1966-67 were developed on November 16, 1966 to provide information about project components and to make readily available data regarding components, location, personnel, and portable housing locations (Exhibit 102)

The descriptions presented immediately below and dated December 5, 1966, provide comprehensive information regarding ESEA proposals identified as Student Achievement Center Project, Counseling Services, and Pilot Projects. Abstracts of these proposals were incorporated into (Exhibit 103), dated 11-1-66.

JUNIOR AND SENIOR HIGH SCHOOLS

Elementary and Secondary Education Act funds are utilized in Los Angeles' secondary schools to implement a three-phase compensatory education program composed of inter-related components directed toward helping pupils achieve personal goals and improve academic achievement. Central focus of the program is on a Student Achievement Center concept.

Closely related supporting services are provided in two areas--counseling services and pilot components. A third cluster of supporting services--extended day and Saturday activities--is funded under provisions of Title II, Section A, of the Economic Opportunity Act.

A. Student Achievement Center Cluster

Project Description--This project cluster is composed of five components: Student Achievement Reading Center, College Capable, Education and Guidance, Instructional Materials Center, and Teacher Clerical Assistants. The project provides intensive individualized instruction to pupils whose reading disabilities handicap chances for school success and to college capable pupils who have not achieved at a level commensurate with their abilities. Remedial instruction in fundamental reading skills is supplemented by reading-oriented instruction in content fields and by increased supportive counseling.

> Immediate aims of these efforts are to improve pupils' study techniques and habits; to raise achievement levels in reading and subject fields; to improve attitudes, attendance, self-concept and other concepts inhibiting integration into the larger community.

The ultimate aims are to equip students with the skills, attitudes, and motivation essential to:

+ Success in high school, leading to graduation
+ Participation as responsible citizens in our viable, democratic society
+ Competing for scholarships, preparing for college examinations, and developing their own potential
+ Developing self-discipline

Teachers are provided with artistic, technical, and clerical assistance in the development of materials needed for the improvement of instruction, in the utilization of audio-visual equipment, and in the performance of non-instructional tasks; thus teacher time is released for individualized instruction.

Teacher training is directed toward:

+ Developing greater sensitivity to the needs and characteristics of disadvantaged youth
+ Developing greater sensitivity to the complexity of problems of disadvantaged pupils
+ Recognizing and utilizing strengths in the culture of disadvantaged pupils in developing effective instructional materials
+ Exploring creative motivational approaches to learning
+ Exploring effective ways of developing abilities

B. Counseling Services

Project Description -- Specialized counseling services provided by credentiled counselors are essential to the success of projects for the educationally deprived. Components of Counseling Services include the following--group counseling, consulting conselors, dropout guidance centers, vocational and occupational guidance, and exploratory work experiences.

Group Counseling--A project to provide intensive group and individual counseling for disadvantaged youth having special needs.

> Group counseling of pupils selected from varied ethnic groups provides opportunity for divergent views to be heard. Pupils ventilate their feelings freely in a dynamic inter-personal process, deal directly with their problems, and confront themselves with the realities of becoming part of the larger integrated community. In addition, the group counselor through his participation in sensitivity training becomes more aware of the disadvantaged pupil, his family, his community, and is better able to understand his group members.

Consulting Counselor -- Consulting counselors are assigned to schools to provide specialized services in assisting disadvantaged pupils achieve social and educational success. Their responsibilities include providing psychological evaluating services--intelligence, achievement, perceptual and other measures.

The counselor knows that present standardized tests may not always reveal the true potential of disadvantaged students. The alienated pupil from the disadvantaged community becomes the subject of an intensive study by the consulting counselor who helps the pupil build up a positive self image. He supports pupils by bringing them back into the mainstream of the school and, eventually, the community. The counselor becomes the agent of change to the teachers of the school.

Dropout Guidance Center -- Through this component, school dropouts are encouraged to complete school sequences leading to vocational competency. Services are available from 6 to 9 p.m., four nights a week, in convenient adult school locations. Evening hours provide convenient times for counseling young adults and generally are more convenient for parent-school conferences when necessary.

The project provides the dropout and dropout-prone pupil with an intensive counseling service designed to stimulate a better self image and to encourage a closer identification with society. The counselor accepts the pupil, his deficiencies, and his poor record. He involves the pupil and parent in vocational and educational planning that will enable the student perceive the advantages, to himself and to the total community, of becoming a productive useful individual.

Vocational and Occupational Guidance -- Specially trained guidance consultants provide resources to counselors and teachers that help students select appropriate majors that parallel realistic available vocational opportunities in the Los Angeles metropolitan area.

Counselors involved do not gloss inequities of the society -- the disadvantaged community, the school, the lack of opportunity in some occupational areas. Their information bank is current. From this base they build and assist pupils in selecting tenative vocational objectives. Counselors encourage questions, and support their counselees, help them shape their occupational goals, and counsel parents.

Exploratory Work Experience -- This component, conducted in cooperation with industrial and business firms, provides opportunities for vocational guidance through on-the-job experience and exposure to positive adult models in business and industry.

By providing practical and applied vocational guidance through work experience, this program opens up the possibilities of sharing the benefits of an integrated work world; builds hope for the disadvantaged pupil; and inspires the student to the maximum of his potential in order to achieve social, educational, and economic success. Through satisfying experiences of success in occupational settings, the student begins to accept responsibilities related to regular performance of duties.

C. Pilot Projects

Project Description -- Supportive services conducted in this phase of the secondary schools compensatory education project are designed to develop a variety of new instructional techniques and materials. They include the following:

+ Standard Oral English -- An instructional program to teach standard English as an alternate dialect, or second language. Linguistic patterns of educationally disadvantaged Mexican-American and Negro students are being identified and a program of remedial methods and techniques is being developed and tried out in seventh and tenth grade English classes.

+ Study Skills Center -- Provides maximum opportunities for individual instruction, to raise achievement levels of disadvantaged pupils, through use of programmed instructional materials and electronic teaching devices. Regular day, continuation, and adult school students receive instruction in reading, English and mathematics.

+ Instructional Materials -- Other projects in this category are concerned with the development of instructional materials, designed to improve educational programs for disadvantaged students, in the areas of mathematics, parent education, English, social studies, fine arts, homemaking education, business education, and industrial arts.

These components are designed to bring about individual and social changes through the overall improvement of the education of disadvantaged pupils. One of the major goals of the Pilot Projects is to introduce sound new approaches to the education of minority pupils, many of whom are disadvantaged.

Through educational innovations, the Pilot Projects aim to give many minority pupils greater pride in self, opportunities to identify with positive adult models and the mainstream of society, or opportunities to develop the inner controls necessary for leading responsible lives.

These educational innovations -- many of them designed specifically to interest pupils in learning -- also aim to help minority pupils overcome the following deficiencies in reading, verbal skills, computational skills, and manipulative skills; irregular attendance; limited opportunities to experience cultural enrichment.

In addition, these innovations will affect the instructional program by providing teachers with knowledge of minority pupils or by providing hitherto unavailable instructional materials and methods.

Furthermore, these innovations will affect school-home relations by increasing interaction between school and home,

mitigating inadequate home study facilities, positively directing the pupils' use of leisure time, or by increasing parental understanding of the program of the school.

Finally, the innovations will affect the larger community by publicizing the contributions and strengths of minority group members in the activities of the larger community.

Each of the colleges in the Junior College District conducts remedial classes to aid low-ability students capable of profiting from college instruction. These classes include special instruction in English, in remedial reading, in arithmetic, and in social sciences. In the same general area of remedial instruction, several programs in departments of psychology are offered in an attempt to make these students more aware of their own personality characteristics. Administrative decisions and procedures involved in developing and improving a curriculum suited to the provisional student at L.A.C.C. were incorporated in a January 1966 study by the Dean of Student Personnel (Exhibit 104), "Focus on the Los Angeles City College Student" and aimed at providing a comprehensive picture of information regularly gathered by college offices and staff. It describes who the students are, where they come from, their potential, what they do and take at the college, and their successes both academic and occupational (Exhibit 105).

In November 1966, a progress report on "An Experimental Program for Low-Ability Students" was issued by the Counseling Center at L.A.C.C. (Exhibits 106 and 107).

Following the Developmental Studies Workshop (L.A.C.C., September 11-16, 1966), an In-Service Training Project was initiated to encourage other teachers to participate in the various programs being organized to give the undereducated an opportunity to develop their potential and to develop handbooks and materials that will assist those teachers in carrying out such a program. A planning committee scheduled five meetings as work sessions in which materials would be developed. The first two of these (November 5 and December 3, 1966) were directly involved with problems and needs of the undereducated through discussion and through the views of a five member student panel from the Developmental Studies Program. (Exhibit 108).

Students enrolled at several of the colleges of the District have been engaged in tutorial programs. The college students from a tutorial club or organization at the respective colleges and, through the coordination activities of the Office of Urban Affairs, are assigned to Los Angeles City elementary schools. The volunteer students provide tutoring assistance for students in disadvantaged areas who are having educational difficulties. (Exhibit 109).

On December 5, 1966 the Board of Education authorized the submission of a proposal to the Coordinating Council for Higher Eeucation seeking support from funds available under Title I of the Higher Education Act of 1965 for a six part community service project of the L. A. City Junior College District titled "Development of Human Resources Through the Community College to Expand Educational Opportunities in Higher Education to All Segments of the Community." (Exhibit 110).

Perhaps the most definitive line between portions of the total adult education program and that which is compensatory passes between classes which represent an extension of accepted adult levels of achievement and classes presenting learnings which average adults are expected to have accrued. Thus compensatory programs would encompass obtaining the high school diploma, its supporting elementary and English as a second language adjuncts, and perhaps, parent education classes.

During the past year, federal aid has greatly enriched the program on the proposed compensatory aide of the line. In addition to the regular Los Angeles adult classes and enrollment (Exhibit 111), federal support has permitted the following:

Title			No. Classes
E.O.A.	-	Adult Basic Education	101
E.O.A.	-	Home Management	25
E.O.A.	-	Parent Child Pre-School	80
E.O.A.	-	English as a Second Language for Spanish Speaking Professionals	22
E.S.E.A.	-	Study Skills Laboratory	3
V.E.A.	-	Learning Laboratory	10
V.E.A.	-	Study Skills Laboratory	30

In addition, sixteen adult schools have incorporated specially funded (E.S.E.A.) counseling services for the high school dropout. Ten adult schools are served by a Community and Education Advisement Specialist, (Exhibit 112) who provides liaison contact between the school and community as part of the Economic Opportunity Act - Community Action Program in poverty designated areas.

The Child Welfare and Attendance Branch assumed direct responsibility for implementing two projects under ESEA, Title I. One project was designed to meet the special needs of secondary pupils residing in target areas who were transferred to adjustment center schools (Exhibit 113, component A). The second project was designed to provide services to pupils returning to the community from probation and California Youth Authority camps and institutions (Exhibit 113, component B).

Health Services Branch E.S.E.A. funded projects are preventive and educational. Project planning is based on the concept that a healthy body and mind are necessary if the cycle of poverty is to be interrupted. Projects provide services and consultation to the individual pupil attending target area schools. (Exhibit 27)

The school year has been signally characterized as one of innovation and change. Prior plans for federally funded programs became reality, resulting in pupil-personnel health services provided by personnel employed by use of federal funds. These programs were in addition to the ongoing activities of the Branch (Exhibit 114).

In intensified programs of compensatory education, the Health Services Branch has cooperated closely in the selection of personnel and in the expansion of health services. A comparison of the number of youngsters tested and x-rayed by the Tuberculosis Unit in 1963 and 1966 revealed an increase of 2750 tested and 840 x-rayed as a result of the provision of E.S.E.A. funds. (Exhibit 115)

Additional nursing time received from Joint Ventures #57 and #59 was distributed among the elementary areas as shown in (Exhibit 116).

The PTA School Guidance Center has continued its emphasis on directing more intensive mental health services to schools in the poverty areas of the city and to social adjustment high schools. Expansion of consultative services, supported by ESEA funds, resulted in the establishment of programs in 13 elementary and 5 social adjustment high schools. Additionally, more than half the children served in the Main Center office were from minority groups, and the majority of these were culturally and economically deprived. (Exhibit 117)

In a report on health services provided to Children's Centers in the East, South, and Harbor elementary areas, the physician supervisor in charge revealed the extent of health histories, physical examinations, immunization, and follow-up activities. (Exhibit 118)

A combined summary of School Nurse's Health Services to elementary and secondary schools for 1966-67 identified the specific areas of health service (compensatory and regular) in which the Nursing Section staff has been engaged. (Exhibit 119)

Teacher Training Programs

There have been two major innovations in teacher training programs designed to better prepare teachers to work with disadvantaged youth since November, 1965. The first of these programs is called the "Elementary Off-Campus Program" cooperatively developed between the Los Angeles City Schools and California State College at Los Angeles. (Exhibit 120)

This program has been developed to induce individuals with degrees and a good potential for teaching to enter the profession. All of the classes in education are given off campus in elementary schools where the students also are assigned for directed teaching. These schools are located in both Elementary Area East and Elementary Area South. These students are more mature than the average college student and exhibit eagerness and willingness to work with disadvantaged youth. Success in the program should result in students accepting assignments to the same type of schools in which these programs were conducted.

With the advent of the quarter system at California State College at Los Angeles in June, 1967, it is anticipated that this program may expand to include up to a maximum of 90 fully trained teachers from such off campus centers each quarter.

The second major innovation in teacher training in terms of better preparing teachers to work with disadvantaged youth has been the decision at the University of California at Los Angeles, to effect a major change in policies regarding the location of training schools and assignments in student teaching.

It is now University practice that all prospective student teachers at both the elementary and secondary levels, will do one assignment of student teaching in a regular UCLA teacher training school located in close proximity to the University, and that the other semester of student teaching shall be in one of the "inner-city" schools of the Los Angeles City School District.

This new policy regarding student teaching has resulted from the success of the elementary mid-city project established in 1964.

It should be noted that expansions in programs at U.S.C., San Fernando Valley State College, Pepperdine College, Mount St. Mary's College, and Occidental College, which were started prior to November, 1965, to better prepare teachers to work with disadvantaged youth, are resulting in large numbers of teachers accepting teaching assignments in schools with disadvantaged pupils.

During the reporting period, in-service education programs and "point" projects have been presented which were designed to aid teachers and administrators in understanding the urban school situation, the complexities of multi-racial student bodies, and the problems inherent in education in the poverty areas.

Teachers of non-English speaking students had the opportunity to attend two meetings dealing with their specialty and presented by fellow teachers in the field. Eugene Orland spoke on "Audio-Lingual Methods of Teaching English as a Second Language" at San Fernando Junior High School, November 8, 1965. "Teaching Reading to Non-English Speaking Students" was the topic discussed by Richard Martin at Hollywood High School on November 15, 1965. (Exhibit 121).

East Area elementary personnel heard a presentation by Dr. Newton Metfessel of the University of Southern California on February 24, 1966 at Garfield High School entitled, "The Inner-City Child." (Exhibit 122)

Dr. Edward Stainbrook, Los Angeles County Hospital, spoke to the staff of the Health Branch at Los Angeles Trade and Technical College, September 15, 1966 on "School in Cities in Crisis". (Exhibit 123)

The Reverend James E. Jones, a member of the Los Angeles City Board of Education, addressed adult school teachers and administrators on September 17, 1966, at Los Angeles Trade and Technical College on the subject "Challenges Facing Adult Education in Meeting Educational Needs of the Urban Community". (Exhibit 124).

Elementary school principals of Elementary Area North on November 9, 1966, heard Dr. Edward McDonagh discuss "The Elementary School in a Changing Inner-City". (Exhibit 125)

Secondary principals and head counselors heard Dr. Harold Taylor, former president of Sara Lawrence College, discuss "Counseling and the Contemporary American Scene" on November 10, 1966, at Los Angeles City College. (Exhibit 126). The elementary counselors were addressed by the Resident Program Director, Esalen Institute, Virginia Sater, on the topic "Family Counseling," December 2, 1966, at the Elementary Area East Office. (Exhibit 127).

One Elementary In-Service Point Project was conducted during the reporting period on the topics: "The Mexican-American Child." It dealt with the character and problems of the Mexican-American child and his family's participation in the community.

This project was held beginning July 25, 1966 at Evergreen Avenue School and continued through eight 2-hour sessions. (Exhibit 128)

Raymond Avenue Elementary School was the site of 2 sixteen hour projects titled "Communicating with the Community" beginning July 25, 1966 and August 8, 1966. (Exhibit 129)

Beginning August 1, 1966, at Adams Junior High School, a sixteen hour project was presented for elementary personnel titled, " The Impact of Negro Culture on Public Schools and Its Implication for the Teacher". (Exhibit 130)

"Conversational Spanish for Counselors" was conducted for sixteen hours beginning August 8, 1966, at Audubon Junior High School and directed toward secondary counselors. (Exhibit 131)

A sixteen hour project titled "The Negro in History and Literature" was presented at a Pasteur Junior High School February 14, 1966 to April 11, 1966. A thirty hour project on the same topic was presented June 20, 1966 to June 30, 1966 at Audubon Junior High School. These projects dealt with available curriculum materials and teaching approaches to the subject. (Exhibit 132)

From October 13, 1966 to December 15, 1966, a sixteen hour project "A Local Human Relations Study" was conducted for the faculty at Mark Twain Junior High School. (Exhibit 133)

The Budget and Controlling Divisions have supported the implementation of activities related to programs which provide equal educational opportunities. In the Budget Division, such adjunctive services have been the direct responsibility of the Budget and Pupil Statistics Sections; in the Controlling Division, the general Accounting, Data Processing, and Payroll Branches have handled the impact of attendant procedures, additional and new.

The expansion of intensified programs of compensatory education during this reporting period have resulted in the cooperative development by both Divisions of a series of major joint ventures, numbered non-consecutively 2 through 80 and individually identified in(Exhibits 134 "A" through "T"). Illustrative of these joint ventures involving different Congressional Acts and/or titles (or sections) thereof were:

Joint Venture - Summer School Projects - P.L. 88-452, EOA Title IIA (CAP Program)

Joint Venture #2 - Adult Basic Education Program - P.L. 88-452 EOA Title IIB

Joint Venture #6 - CAP Programs, 9-13-65 to 8-31-66, EOA

Joint Venture #8 - Vocational Education Projects (Phase I) P.L. 88-210, VEA

Joint Venture #9 - Neighborhood Youth Corps Program - P.L. 88-452, EOA, Title IB

Joint Venture #12 - Auxiliary Services Division Projects - P.L. 89-10, ESEA Title I

Joint Venture #17 - Junior College Project, National Science Foundation Grant - G.E. 7555

Joint Venture #20 - Planning Grant (Phase I) - P.L. 89-10, ESEA, Title III

Joint Venture #21 - Library Resources & Instructional Materials - P.L. 89-10, ESEA Title II

Joint Venture #22 - Development Centers for Handicapped Minors

Joint Venture #33 - Junior High, Senior High, and Adult School Projects - P.L. 89-10, ESEA, Title I

Joint Venture #41 - Summary of Planning Grant (Phase II) P.L. 89-10, ESEA Title III

Joint Venture #43 - Community Training Program - L.A. County Bureau of Public Assistance

Joint Venture #44 - Manpower Development and Training Program - P.L. 87-415, MDTA

Joint Venture #62 - Development of Human Resources Through the Community College - P.L. 89-329, Higher Education Act of 1965, Title I

Joint Venture #72 - Division of Elementary Education - P.L. 85-864, NDEA Title VA

Joint Venture #73 - Work Study Program - P.L. 88-452, EOA Title I-C

Joint Venture #76 - Occupational Training Centers Development Team, P.L. 88-210 VEA, Section IVC

Joint Venture #78 - Reading Program for Mexican-American Children (Phase II) L.A. State Foundation Grant

Joint Venture #79 - Adult Basic Education - P.L. 89-750, ESEA Amendments of 1966, Title III

The Business Division branches have been fully cooperative in providing the business services and in procuring supplies and equipment for the various activities related to the Districts' efforts toward providing equal educational opportunities.

Most of the work of the Business Division branches has been performed in conjunction with the regular flow of services required by the Districts.

Specific services performed which have been directly related to the Ad Hoc Directives have included:

a. An additional quota of more than 300 field trips of an educational and cultural enrichment nature have been made available, as directed in compliance with administrative requests, during the reporting period to groups of children. This service has been handled through the facilities of the Transportation Branch and has involved the use of District school buses and personnel.

b. The Contractual Relations Branch has prepared and processed many contracts to implement selected special activities of cultural enrichment including special recreation and head start programs, work experience and physical development programs in attempting to equalize educational opportunities. (Exhibit 135) provides a copy of a contract negotiated with the Southern California Symphony-Hollywood Bowl Association to provide Symphonies for Youth for the benefit of the elementary and secondary children of this District.

c. The Maintenance and Operations Offices have provided the desired services to maintain physical facilities used in special programs of a compensatory nature. Illustrative of such activity is a drawing (Exhibit 136) of work performed "to provide necessary plumbing and fixtures to serve a pre-school educational program."

d. Plans have been studied regarding the possibilities of providing food services for elementary schools not now possessing cafeterias.

The Food Services established a trainee program (Exhibit 137) in cooperation with the Secondary Work Experience Section. Work locations of high school students employed in the Neighborhood Youth Corps - Work Training Project were identified in(Exhibits 138 and 139).

e. The Operations Branch set up a work experience program for NYC high school students which included a statement of duties (Exhibit 127), to be performed and locations in which work training projects for custodian trainees would operate (Exhibit 140).

f. (Exhibit 141) provides the names, report of time worked, and total hours compiled for payroll purposes of Neighborhood Youth Corps high school students employed as stock clerk trainees by the Stores Branch.

DIRECTIVE NOS. 4-6 - SCHOOL ATTENDANCE AREAS AND BOUNDARIES

4. That school administrators should give positive implementation to the rules of the State Board of Education regarding elimination of ethnic discrimination in establishment of school attendance areas. These administrators should be guided by the following specific statement of policy adopted by the Los Angeles City Board of Education:

> In the establishment of attendance areas for new schools, or in the alteration of existing school attendance areas, the present and projected ethnic compositions of the locality will be given consideration, and wherever feasible, boundaries will be selected that will reduce the tendency of a locality's residential segregation to cause school segregation. Special attention to the problem should be given in selecting sites for new schools and in establishing boundary lines of schools near the periphery of minority group concentrations.
>
> This statement of policy is cosonant with recent changes in Article 1.5 of Sub-Chapter 8 of Chapter 1 of Title 5 of the California Administrative Code relating to the establishment of school attendance areas and school attendance practices in school districts.

5. That this Board instruct the Superintendent to carry forward current studies of boundaries during the fall semester and to report those instances where schools could be reorganized in a firmer commitment to the philosophy of equal educational opportunity as set forth in Recommendations No. 1 and No. 4 of the Ad Hoc Committee Recommendations adopted by the Board May 20, 1963.

6. That a formal report of all school attendance areas including those schools involved in the action of August 15, 1963, be made to the Board of Education at the conclusion of these studies and thereafter at three year intervals or oftener as required by attendance considerations. Such report will show all the factors involved in each boundary study.

In the second report on "Implementation of the Ad Hoc Report" (Exhibit 142) It was stated under Directive numbers 4-6 that:

> The main technique used by the Map and Boundary Section in determining present and future ethnic composition of any given area was visual observation of the people in the community. Another technique was the "face to face" conversation with developers of future subdivisions.
>
> It must be noted that in all school attendance area study meetings with transportation and safety supervisors, principals,

assistant and superintendnents and Superintendent Crowther, that the policy of the Board of Education as recommended by the Ad Hoc Committee, and adopted by the Board of Education on May 20, 1963, was recognized and adhered to."

In October 1966, a Racial and Ethnic Survey (Exhibit 143) was conducted in the Districts. The data collected provided specific information regarding the racial and ethnic backgrounds of pupils and employees and should serve as additional supportive evidence for the establishment of attendance areas for new schools or for the alteration of existing school attendance areas.

DIRECTIVE NOS. 7-8 - PUPIL TRANSFER PERMITS

7. That the Superintendent be requested to develop practical ways, such as the use of a foreign language, by which parents of pupils in the elementary and secondary schools may be informed of their privileges under the tranfer policy of the Board, and of their right of appeal, if they feel that the policy is unfairly administered in any case in which they are directly involved.

8. That regular bulletins on permits, beginning with currently effective bulletins including Elementary Division Bullentin No. 3, be given wide publicity to the press and community at the time of their preparation and no later than two weeks before the first date for receiving permit applications.

Division of Elementary Education Reference Lists No. 14 (April 1, 1966) and No. 9 (November 15, 1966) set forth application dates for permits, definition of closed schools, and listing of open schools along with number of permits available per school for the 1966 fall semester and 1967 spring semester respectively. (Exhibit 144).

Division policies are well established and updated each semester. Division of Secondary Education Bulletin No. 16 of March 25, 1966 (Exhibit 145) which was superseded by D.S.E. No. 16 of November 4, 1966 (Exhibit 146) describes policies, guidelines and procedures governing permits in the secondary school. For the 1966 fall semester, 28 secondary schools were classified as open, 43 marginal and 45 closed. These determinations were based upon, capacity and expected enrollment (Exhibit 147). Operating procedures for preschool registration and programming for September 1966 were announced in D.S.E. #17 of April 29, 1966 (Exhibit 148).

Pupil Permits The Division of Secondary Education continues established procedures which have been based on Ad Hoc committee recommendations. Each semester, policies are reviewed with reference to this directive and any new procedures recommended by area superintendents are consistent with the Ad Hoc committee directives. The permit status of schools relate only to capacity figures as furnished by the Educational Housing Branch and enrollment figures provided by the local school principals. (Exhibit 149).

Publicity concerning the permit status of schools is prepared by the Office of Public Information and disseminated via metropolitan and local newspapers. In accordance with Ad Hoc committee directives, publicity is made available at least two weeks prior to the issuance of permits for the succeeding semester.

The report of regular permits issued by junior and senior high schools for the 1965-66 school year (Exhibit 150) revealed that 7,727 students

were granted the opportunity to attend a school other than the one serving the area of residence.

Expulsions are prepared by the local school and reviewed by secondary administrative offices. Special attention is given to the fact that no reference is made to the ethnic background. (Exhibit 151).

Reinstatement of Pupil While reinstatement of pupils is not covered in any of the Ad Hoc directives, the following procedure is used:

> When a parent applies for reinstatement of a formerly expelled pupil, at least one conference is held with the parent to pursue the progress of the student and to make plans for his educational future. All effort is directed at assigning the pupil to a school situation where he may succeed regardless of ethnic background. (Exhibit 152).

Summer School Programs are established in all areas of the city in order to make attendance possible for students regardless of their residence. Every effort is made to establish summer schools in the areas of greatest need. (Exhibit 9).

As there are no attendance boundaries in the Junior College District, the problem of segregation in the various junior colleges does not exist. No permits are required for a person living in one area of the city to attend a college in another part of Los Angeles.

Referrals for pupils personnel services frequently take the form of pupil transfer permits. The Child Welfare and Attendacne Branch was involved in the processing of over 8,000 regular and medical permits granted during the 1965-66 school year (Exhibit 153).

Pupil transfer permits, where approval of Health Services Branch is needed, have always been on a non-discriminating basis. (Exhibit 114).

DIRECTIVE NOS. 9-11 - DISCIPLINE AND DROPOUTS

9. That present dropout studies be intensified and that the Superintendent consider the need for additional appropriations to provide for effective follow-up study of dropouts.

10. That the Superintendent be directed to make an annual report to the Personnel and Schools Committee on social adjustment transfers by schools with a summation of the reasons involved.

11. (a) That the Superintendent and staff continue conferences with organizations of teachers, administrators, and community groups to discuss ways of making the school district policy on discipline more effective and better understood.

(b) That a plan be developed to require central office record keeping on the administration of discipline, and further that the relationship of discipline data to the incidence of dropouts be studied.

A memorandum, dated November 1, 1965, called the attention of administrators of elementary and secondary schools to "recent legislation concerning suspensions and related matters." Tentative guidelines were set forth in relation to the (a) suspension of pupils by teachers (E.C. Sec. 10601), (b) new ten day limitation on suspensions (E.C. Sec. 10607.5), (c) notice to law enforcement agencies required in specified situations (E.C. Sec. 10605.5), and (d) new grounds for suspension or expulsion (E.C. Sec. 10602). (Exhibit 154).

Transiency and dropout rates in the secondary schools were the subject of study in Report No. 277, July 1966, by the Measurement and Evaluation Section (Exhibit 155). Information and comparisons have been provided which are useful in determining trends throughout the District.

The experimental Dropout Prevention Program, begun in February 1965 is described on page 13 of the second informative report on Ad Hoc Directives implementation (Exhibit 142). The individual progress of each member of the experimental group who was identified as a potential dropout will be reported at the end of the 1967 spring semester.

Division of Secondary Education Bulletin No. 18, dated August 29, 1966 and addressed to secondary school administrators, advised that a new mark sensing card (Exhibit 156) would replace the former IBM punch cards used for processing pupil social adjustment transfers. Included among the guidelines for such transfers were status of pupils involved, a description of the IBM sensing card process, directions for card preparation and processing, and termination of enrollment of social adjustment pupils.

Standards of discipline and pupil control have been distributed to all pupils in secondary schools and the parents of these pupils. Students new to the District and incoming B7's are provided "The 3 R's of Discipline." A "Discipline" handbook for teachers is regularly directed to the attention of certificated employees new to the system. Both publications (referred to in the preceding Ad Hoc Report on page 14 as Exhibit 142) are available from the Curriculum Branch upon request by the school administrator. Materials and procedures attendant to the processing of cases for which expulsion has been proposed were developed and distributed on October 20, 1966, by the Administrative Coordinator charged with this responsibility. (Exhibit 157).

Students do drop out of the junior colleges for a number of reasons. Some of these reasons are related to the problem of disadvantaged students. Preceding the reporting period, dropout studies had been conducted by the department of psychology and counseling offices. (Exhibit 158). Further studies are currently under way. The purpose of these studies is to identify the causes of dropouts and to identify elements which are capable of being corrected or improved by better methods or better curricular material.

Dropout Studies

Certain modifications in the annual study of the Measurement and Evaluation Section (Exhibit 155) of transfers and dropouts have been designed to make the report more accurate and informative. Probably the chief of these has been the addition of data on elementary school transiency. Also, we have taken steps to clarify the differences between school year transiency and annual transiency at the secondary school level. There is, as yet, no intensive study of pupils who have dropped out of school, since such a study requires a substantial budget.

Participation of Health Services Branch personnel has become more active and intensive in the past few years because of the increased attention being given to emotional causes and motivations. According to a summary paper (Exhibit 159) for the period covered by this report, pupil medical exclusions resulting from emotional and behavioral disorders were for either a part or a full school day. A physician supervisor carefully scrutinizes all school exemptions of pupils which are based on health reasons.

During the reporting period, according to the Assistant Medical Director (Exhibit 160), school physicians engaged in 14,916 faculty conferences and 13,185 parent conferences concerning pupil health and related school and community environment factors. Five thousand three hundred sixty recommendations, each checked by a physician supervisor, were made for special placement of pupils because of health problems.

The school nurse and school physician have actively participated in a team approach to the solution of pupil personal problems as described in (Exhibit 161).

In the tuberculosis program, 75,519 pupils received Mantoux tests, with 11% positive tests recorded. The total number of pupils tested and/or x-rayed was 96,592. Twenty-five of these were found to have active pulmonary tuberculosis. Family and school faculty conferences regarding these 25 were held where needed. (Exhibit 114).

DIRECTIVE NOS. 12, 13 & 14 - CENSUS

12. That the Superintendent be directed to develop a procedure in accordance with the regulations of the State Board of Education and the State Fair Employment Practices Commission which will make it routine to identify teachers and other personnel by race of national background after they are employed, and to submit this plan for Board approval.

13. That the Superintendent be directed to develop a procedure for making an estimate of the racial and national background of the student enrollment, school by school, in the geographic area of each elementary district, without identifying the schools, but listing them by level (Elementary, Junior High or Senior High), within whatever percentage brackets he feels to be desirable, and to submit this plan for Board approval.

14. That the information obtained from the two previous procedures be combined into a public report which will make it possible to show the distribution of certificated personnel in relation to the estimated ethnic background of students at each school, without identifying the schools.

Coordination of the conduct of a racial and ethnic survey, initiated by the State Bureau of Intergroup Relations, held in October 1966, was an Urban Affairs responsibility. Toward this end suggested guidelines, procedures, instructions, and forms were developed to assist in securing the desired data. (Exhibit 162) Additionally, forms and instructions were developed for completion by schools and offices to assist the F. E. P. C. in making its second ethnic survey in the area of employee classification. (Exhibit 163)

The Division of Elementary Education has participated in three personnel census reports.

(a) The Elementary Certificated Personnel Inventory, dated September 1, 1966, was developed in order to make readily available such information as credentials held, degrees earned, position status, nature of teaching and other educational experiences and activities, related experiences, language fluency, and length of Board service. (Exhibit 164)

(b) In order to facilitate the collection of District racial and ethnic data (as of October 14,1966) required by the California State Department of Education and the Fair Employment Practices Commission, guidelines and instruction sheets were developed (on August 30, 1966) by Division staff for completion and transmittal of data compilations by school administrators. (Exhibit 165)

(c) Participation by personnel in the "California Certificated Personnel Survey" during December 1-14, 1966, resulted in the completion of a

Digitek questionnaire form by all Division certificated employees in accordance with instructions provided by the Acting Superintendent in a memorandum dated November 28, 1966. (Exhibit 166)

Semi-annual Federal Impact Surveys were conducted by school personnel for the purpose of gathering information from parents which could be used to support requests for revenue for District educational purposes under Public Law 874. (Exhibit 167), dated October 19, 1966, illustrates information provided to principals.

In order to expedite the development and distribution of pertinent forms, and the recording and collection of State mandated and F. E. P. C. racial and ethnic survey data for pupils and employees, the Division of Secondary Education cooperated in the planning, preparation, distribution, administration, and collection of survey materials. (Exhibit 168)

A racial and ethnic survey was conducted at each of the colleges of the District in October 1966. The results of this survey, which have already been published, revealed that each college enrolled students from Negro, Oriental, and Mexican-American backgrounds. The largest percentages of Negro enrollees are at LACC. Mexican-American students have enrolled in large numbers at all colleges in the District except Harbor and Pierce College. (Exhibit 169, pages 84, 103, and 104)

After initial management by the Office of Urban Affairs, forms were provided by the Measurement and Evaluation Section to operating elements for distribution. Racial and ethnic survey data for the Districts were then collected, summarized, and published by the Section. (Exhibit 169)

The Child Welfare and Attendance Branch cooperated in the October 1966 racial and ethnic survey mandated by the State in the second classification survey conducted in behalf of the Fair Employment Practices Commission.

An ethnic grouping of the Medical Section staff reveals professional employment of all racial and ethnic elements within the community who both qualified and applied for District service. (Exhibit 170)

An ethnic survey of the distribution of nurses according to areas is contained in a memorandum from the School Nursing Supervisor to the School Medical Director. (Exhibit 171)

Census data analyses were begun by the Data Processing Branch of the Controlling Division to help determine District eligibility for funds under ESEA as they related to Assistance to Families with Dependent Children (AFDC). These analyses, by census tracts, were concerned with the number, age, and sex of children in families whose annual income fell below $3,000, $2,000 and $1,000 -- and an estimated number of families falling within the respective age/income brackets. (Exhibit 172)

The Data Processing Branch, in conjunction with the Division of Elementary Education, has placed the training, experience and interests of certificated personnel in that Division on magnetic tape so that such information can be made more readily accessible through data processing. (Exhibit 173)

DIRECTIVE NOS. 15, 16, & 17 - TEACHER TRANSFER AND PROMOTION

15. That a new transfer policy be developed based on the following general guidelines and that the Superintendent be directed to develop rules or procedures for implementation and to submit them to the Board for approval.

(a) Any teacher wishing to be considered for transfer to another school must file properly completed transfer forms with the appropriate elementary or secondary office. The date of receipt of the application will be recorded and the applicant will be sent an acknowledgement.

(b) Each applicant will signify the schools to which he requests transfers, six in elementary or three in secondary. His name will be placed on a suitable transfer list which will be developed and maintained in the order in which applicants requested transfers. The secondary lists will also be organized by subject fields, and the teacher's qualifications must be verified either by having passed an examination in the subject field, or by past successful teaching experience in the field.

(c) If a teacher fails to receive a transfer in the first year he may renew his application annually. However, the original date of application will be kept in effect and will govern his position on the list.

(d) When a principal anticipates a vacancy on his staff, he will send to the appropriate office a detailed list of specifications for the position to be filled. This information will be available to applicants.

(e) The appropriate elementary or secondary office will arrange interviews with the principal for each of the first three applicants on the list who meet the specifications for the position. If none of these three is selected by the principal, he must send a written statement of his reasons to the administrator. A review committee will consider such statements in confidence. If that committee does not agree with the principal he will be notified, and must make a selection from the original three. If the committee does agree, it will recommend that the next three applicants on the list be referred for interview. If the principal does not select from the second three, the above procedure will be repeated until a selection is made or the request withdrawn.

(f) The principal will notify any teacher who has appeared for an interview whether or not he has been selected.

(g) The principal will send to the appropriate administrator the name of the person whom he is requesting from the transfer list and the teacher to be transferred will be notified of his assignment from that office.

16. That limitations be placed on the above policy in order to keep and develop a high quality of education in all parts of the District, and that the Superintendent be authorized to develop rules which will provide that a permanent teacher duly eligible for transfer may be required to postpone that transfer from a given school until an adequate replacement is available. The extent of such postponement shall not exceed three years.

17. That present policies providing equal opportunity for promotion to all qualified personnel be given additional emphasis; that for assignment to schools having large foreign-speaking populations as, for example, one having a predominatly Mexican-American population, extra consideration be given to candidate having: (a) knowledge of the predominate language, (b) knowledge of community institutions and leaders, and (c) knowledge of the cultural heritage with the ability to raise levels of aspiration; and that outstanding teachers of all ethnic backgrounds be encouraged to prepare themselves for these positions.

Teacher transfer requests and transfers completed for the 1966 spring and fall semesters were set forth in reports to the Superintendent dated February 25 and 28, 1966 and August 26 and 29, 1966. For the spring and fall terms, respectively, 83.2% and 88.6% of transfer requests were completed (Exhibit 174).

Each transfer request involved an individual conference and counseling with the administrative assistant of the particular elementary area affected. If needed, the Coordinator of Assignments was available for further assistance with regard to transfers.

Conferences regarding transfers between elementary teachers and Staff Relations Office personnel have not been required to date. By September 1966, only four teachers had failed to secure transfers after three consecutive requests. Thereafter two of the four were assigned to federally funded programs, a third indicated he did not want to transfer, and the fourth has again requested transfer. The last named will be transferred effective February 6, 1967.

Notification that requests for transfer for the 1966 spring semester were due by November 12, 1965 was contained in Division of Elementary Education Memo No. 10 (Exhibit 175). Division of Elementary Education Bulletin No. 17, dated March 23, 1966, regarding teacher transfer policies included procedures concerned with (a) eligibility, (b) responsibility of the teacher, (c) elementary area office procedure, (d) responsibility of the principal, and (e) of the Elementary Division. (Exhibit 176). Notification that requests for transfer for the 1966

fall semester were due by March 25, 1966 was contained in Division of Elementary Education memo No. 18 (Exhibit 177). Samples of vacancy notices included in Exhibit 178 show elementary area, name of school, and grade level of existing vacancy. To the forms of communication enumerated has been added Exhibit 179 which facilitates communicating the results of interview to area offices for use in counseling teachers requesting transfer.

Policy for the transfer and assignment of elementary school administrators (Exhibits 180 and 181), memos regarding promotional opportunities for the positions of counselor (May 6, 1966), vice principal (February 25, 1966), and administrative assistant (November 15, 1966), and evaluations of participants (February 2, 1966) in the administrator and development program (Exhibits 182, 183, 184, and 185) were expressed in central office communications designed to provide information and maintain an awareness of opportunities within the Division. Transfer policies, outlined in D.S.E. Bulletin No. 28 of August 23, 1965, (Exhibit 186) have continued in effect during this reporting period.

Procedures implementing the directives relating to teacher transfer include memo notification to principals and news release to teachers for teacher filing of request for transfer (Exhibits 187 and 188); completion of request for transfer (Exhibit 189); development of list of transfer requests by teacher's name, assigned school, subject field, and desired school assignment (Exhibit 190); directions to principals re transfer request list (Exhibit 191 and 192); interview, notification, and recording by principal re transfer requester (Exhibits 193 and 194); development of list of teachers who unsuccessfully requested transfers for three consecutive semesters to the same schools and reasons for non-acceptance (Exhibit 195); notification by Secondary Assignment Office to subject field supervisors and principals re list of teachers who requested transfers to schools for the third time (Exhibits 196); development of list of teachers who requested transfers for the 3rd and 4th times (Exhibit 197); notification to principals and subject field supervisors regarding third and fourth consecutive transfer requests (Exhibit 198); principals were supplied sections from a list of transfer requests applicable to their schools (Exhibit 199). In September 1966 a study of completed teacher transfers by ethnic background was conducted by the Secondary Assignment Office. In a sampling of 41 schools (16 senior high and 25 junior high) located in or close to the culturally disadvantaged areas of the District, it was found that 27.51% of the transfers effected were the result of requests filed by minority group members.

Included in the same study was the number of minority race certificated employees assigned to coordinatorships. Members of ethnic minorities from these 41 secondary schools held 28.91% of the coordinator positions.

Minority group members occupying such promotional or other nonteaching positions as registrar, head counselor, or school administrator (principal and vice-principal) in all secondary schools were found in

the following percentages, respectively: 6.72%, 7.26%, and 4.9% (Exhibit 200)

In addition to the variety of District funded opportunities available to qualified personnel under the regular merit (competitive) system, the specifically funded programs have provided many additional certificated openings and experiences during the 1966 calendar year. Teachers of all ethnic backgrounds have availed themselves of these opportunities, and a significant number of minority group members have been assigned to these positions. Forty-five per cent of the Specially Funded Programs certificated staff are members of minority groups.

All teachers employed in the Junior College District are selected by open competitive, civil service type examinations. Transfer of permanent teachers within the District is possible under the same rules applicable to the Unified District (Exhibit 201). All promotions of teachers to administrative positions are made on the basis of promotional examinations which are open to all qualified personnel.

In-Service training to clarify roles and improve understanding of the needs of pupils and parents who require specialized help are on-going Branch-wide activities and the bases for area staff development programs. (Exhibit 26, pp. 54-56)

School physicians are assigned as near to their offices as possible at their request in order to minimize travel time between assigned schools and private practice. (Exhibit 28) During the 1965-66 school year, four physicians working as examining physicians requested transfers back to school physician basis. Each request was granted and assignments were made to schools that were mutually acceptable to the transferee and the supervising physician. During the 1966 fall semester, 13 physicians asked for changes in their school assignments. Individual discussion of each transfer request followed and it was possible to grant ten. (Exhibit 160)

School nurses have been assigned according to the needs of the District, individual schools, and proximity to nurse's home. Neither race nor religion is a factor in assignment. Transfer requests received and granted for the 1965-66 and 1966-67 school years are incorporated in (Exhibit 202).

All promotions, including supervisory positions, have been made without regard to race or religion. (Exhibit 28) The last two vacancies in the class of Physician Supervisor were filled by minority group members. (Exhibit 160)

The names of applicants who qualified for and took the last promotional examination for Supervising School Nurse were reported by the Personnel Division in rank order of eligibility. (Exhibit 203)

The teacher transfer policy (Exhibit 142, page 42) which was based on the general guidelines stated in Ad Hod Directives Nos. 15, 16, and 17 and which was adopted by the Board of Education in the minutes of the regular meeting held on February 18, 1965, continues in effect. Such policy stated that "to the maximum degree consistent with the welfare of the schools, the pupils and the teachers thereof, requests for transfers of permanent teachers be granted at the earliest possible date." Further, the Board expressed its intention of having this policy carried out by (1) operating divisions reporting semi-annually to the Superintendent on the status of transfer requests within the divisions together with a list of personnel unsuccessful in obtaining a transfer for three successive semesters, (2) individual counseling by the appropriate assignment office to those teachers who have submitted transfer requests to the same set of schools for three successive semesters and explaining reasons for lack of success, (3) teacher conferences with Staff Relations Office (Personnel Division) or Urban Affairs Office, or referral to a Transfer Review Committee, (4) reducing procedures to writing and making them available to interested teachers.

Efforts of a continuing nature have been made in both entrance level and promotional positions to recruit persons with an understanding and empathy for all members of disadvantaged communities.

Among the general qualifications listed in the examination announcements for both the elementary principal (Exhibit 204) and vice-principal (Exhibit 205) examinations are: "leadership in this field of education and in securing community cooperation" and "capacity to lead, direct, and supervise fellow workers in education on a democratic basis." The reference form (Exhibit 206) used to assist in the evaluation of experience and professional growth in these positions includes a section regarding the applicant's success in community activities. This includes such items as: "working with and enlisting support of parents", "developing understanding of the educational program in the community", and participation in civic affairs." Additionally, the Administrative Development Program has provided the key elements (Exhibit 207) which govern the training and experience evaluations of candidates for elementary school administrative posts. A weight of 30% is allotted to "successful experience in different types of communities." It is expected that all candidates will have experience in a low-income or culturally disadvantaged community and also in a middle-income or privileged community.

The Reference Form for Evaluation of Experience and Professional Growth for those taking the examination for Secondary Administrator (Exhibit 208) include an item "success in community activities." Under this item are listed activities such as: character building activities in youth programs, social fraternities, agencies and business and professional service groups. The ability to secure the cooperation and respect of the parents and other members of the community is also listed under this heading.

The announcement of evaluation for the position of Supervisor Group III - Attendance Area (Exhibit 209) lists as duties: "actively participates with other school personnel, directors of law enforcement departments, and leaders of community groups in planning for the understanding, prevention, and control of juvenile delinquency." A supervisor is also expected to "participate with community leaders in the development and improvement of child welfare services; act as a liaison agent between school and community."

DIRECTIVE NOS. 18 & 19 - CURRICULUM

18. (a) That school administrators be urged to intensify efforts to identify and help students of Negro or Mexican-American backgrounds to achieve success in an academic curriculum and to take positive steps to encourage them individually to take such courses and prepare themselves for college or other higher education; that where English is not the primary language the staff develop intensive English oral language programs of enrichment in kindergarten and elementary grades; that Spanish be encouraged as an elective for non-academic students; and that vocational programs in comprehensive high schools be expanded and modernized so as to give the student adequate opportunity to learn in a technologically changing community, recognizing that there are many capable students who should and do choose vocational courses, and that these courses should provide the same sense of dignity, respect for excellence and challenge as the purely academic courses.

(b) That administrators be urged to develop methods of communicating with the families of such students so that the parents will cooperate in helping the student to stay in school and to have time and space for homework and other school requirements. The administrator should also work with community groups which can affect the general attitude toward school, and in some cases can assist students, through part-time jobs, scholarships, or other programs, to stay in school and continue into higher education.

19. That the staff of the Los Angeles City Schools, including its Human Relations Council, continue vigorously to search for, or to develop, appropriate teaching materials which will depict the Negro and Mexican-American, as well as Americans of all religious and ethnic backgrounds, in a more positive light; that units of Social Studies be developed to include history and literature of the Southwest, Spain, Mexico, and Latin American countries; and that leaders in the community be consulted in the development of these projects.

At the request of an organization of postal employees known as the Phalanx Club (Exhibit 210), the Office of Urban Affairs has developed an application form and procedures for processing requests by postal employee family members for financial assistance to aid continuance in post high school level educational programs. Individual student allotments were determined and paid in November 1966 for the fall semester.

Some on-going activities of Dollars for Scholars, Inc., an organization whose prime purpose has been the financial assistance of average ability minority youngsters to pursue higher educational goals, may be found in the minutes of Board of Directors meetings of October and November 1966 (Exhibit 211). Organization membership has included District teachers and administrators from all educational levels who have cooperated in fund raising efforts on behalf of needy college capable students.

Community concerns (Exhibit 212) in relation to the curriculum and staffing of Alain Locke High School have resulted in the active involvement of Urban Affairs' staff to improve communication and understanding. Announcement of size, anticipated enrollment, equipment, and educational offerings of the new high school were scheduled for early 1967.

The School Community Relations consultants have brought parents, with particular concerns about their youngsters, to meet with administrators of the local schools in order to better serve the needs of the youngsters in the classroom. Administrators, in addition, have been brought together with local community groups and have developed on-going parent groups to provide community feedback to administrators in the school.

A summer in-service training course for reading specialists to be held at 52nd Street School was announced on May 25, 1966 (Exhibit 213). Workshop schedule, leaders, participants, topics, activities, and suggested readings were summarized in a four-page informational outline. (Exhibit 214).

Planned in-service meetings for Elementary Division personnel involved in library, enrichment, reading, non-English speaking, and pre-school ESEA projects for 1966-67 were announced in Division of Elementary Education Communication No. 8, dated October 5, 1966. (Exhibit 215).

Eight orientation meetings for teachers using "Of Course We Speak Spanish" were announced to assist teachers in providing an effective Sixth Grade Spanish program. Topics to be emphasized, dates, and meeting locations were contained in Division of Elementary Education Memo No. 16, dated February 24, 1966. (Exhibit 216).

To encourage the worthwhile use of leisure time and participation in summer recreational reading, the Division of Elementary Education, in Memo No. 23 of May 23, 1966, announced the sponsorship of a READ FOR RECREATION Summer Library Program in conjunction with the Youth Services Section's offer of library facilities to the community at over 100 elementary schools. (Exhibit 217). Procedures related to (a) publicizing the 1966 summer READ FOR RECREATION Program, (b) registering children in the program, (c) keeping a record of books read, (d) culmination award certificates, and (e) a sample letter to parents plus registration form were incorporated in Division of Elementary Education Memo No. 25, dated June 1, 1966. (Exhibit 218).

The opportunity to become acquainted with useful books which are in our library collections or have been authorized for purchase and which portray the Negro in literature and history was provided in two 1966 summer workshops led by Mrs. Mary Cleaves, librarian at Sun Valley Junior High School (Exhibit 219).

One workshop, attended by 80 District personnel, offered at Audubon Junior High from June 20-30, 1966, was devoted to "The Negro in Literature and History." The second workshop, attended by 50 persons, was offered at Millikan Junior High from August 22-26, 1966, on the subject, "The Negro in Literature." Lectures on the authors, content, and significance

of their works were supplemented by assigned readings, discussions, and lessons designed to relate content to history and English classes.

On October 1, 1966 voluntary in-service offerings explained ESEA (a) Social Studies and English Writing and (b) Standard Oral English Projects and the philosophy supporting them. Another meeting on the same date discussed "Teaching the Culturally Disadvantaged with What You Have."

The 1966 fall meeting for junior high school English and/or Social Studies Department Chairmen provided guidelines for an emphasis upon the use of the newly adopted Garrard "Explorer" series to meet the reading needs of culturally disadvantaged pupils.

A special report to the Secondary Curriculum Advisory Council on April 25, 1966, by operational and curriculum supervisors provided a comprehensive picture of significant "Trends in the Social Studies" which included an increased awareness of the interrelatedness of the various social sciences, an increased emphasis upon the unsolved problems of contemporary society, recognition of the role of cultural minorities in American history, and new views concerning student readiness for social studies learning. (Exhibit 220 - Attachment No. 10 Sec. Curr. Adv. Council Minutes 4-25-66)

Weekend camp seminars held at Camp Max Straus in Glendale during the 1966 spring semester incorporated as a major purpose an incisive look at the Bill of Rights to help better understanding of its impacts upon the individual, the family and the community. (Exhibit 221).

The Division of Secondary Education participates in curriculum development through participation by personnel in all certificated classifications in various committees such as Secondary Curriculum Advisory Council, Graduation Requirements Committee, subject field advisory committees and text book committees.

A. Special curriculum material has been developed at each of the colleges to provide for the needs of disadvantaged students. (Exhibit 222).

B. Students with particular talents and abilities may be granted credit for certain courses by passing examinations in the subject matter of those courses. (Exhibit 223).

C. Scholarships are available at each of the colleges to provide support so that students from disadvantaged environments may pursue a college program. (Exhibit 222).

D. An extensive experimental program was conducted for two years at Los Angeles City College. This program was designed to identify students of low academic achievement and to provide college work tailored to their needs. As a result of the findings of this experiment an on-going developmental program serving several hundred students is conducted at City College. (Exhibits 106-107).

The need for extending efforts to identify and to help students of Mexican-American or Negro descent to achieve success in the curriculum has been realized by adult educators for some time. Since Los Angeles is one of the two largest immigrant in-ports on the western American

coast, its educational plan has reflected special programs for the foreign-born since the beginning of public education. In fact, dating back to 1887, the history of adult education in Los Angeles has been closely connected to early Americanization movements for the immigrant. Today, 26.7% of the total adult education program is devoted to English as a second language, citizenship, or Americanization classes. (Exhibit 224)

Efforts of the staffs of fourteen out of twenty-eight schools are expended fully in reaching minority communities. Even though adult schools are not limited by their suggested boundaries, they serve the majority who live within immediate environs - quite often one or more minorities. Student bodies at Fremont, Jefferson, Jordan and Manual Arts Adult Schools are over 85% Negro, while Dorsey, Los Angeles and Washington Adult Schools are approaching or have eclipsed the 50% mark. Cambria Adult School - unique in program - only conducts English as a second language, citizenship, and Americanization classes with a current enrollment double that number during the last two years. Its doors are open by 8 a.m. to 10 p.m. specifically to educate immigrants living throughout the total Los Angeles area.

How do minority feelings affect the development of the adult education curriculum? What special instruction is being done to meet growing pressures from minorities? The desire for recognition as a competant citizen, for equal standing, is intense in the minority communities. It is reflected in highly successful "I Am an American Day" programs at Garfield, Roosevelt and other adult schools. (Exhibit 225). Preparations for a spring, 1967 "I Am an American Day," which will attract students from all 28 adult schools and will be conducted in a convenient central location, are being completed by Dr. Willard Mann, Principal of North Hollywood Adult School. Dorsey, Fremont and Manual Arts Adult Schools have developed student body and/or community advisory committees (Exhibit 226), which actively participate in curriculum development toward meeting community needs. The entire Manual Arts Adult School curriculum has moved toward an occupational emphasis and association because community insight revealed that job placement is a vital factor for improving neighborhood conditions. Jefferson Adult School additionally has surveyed its student body and local industry in an attempt to establish meaningful and needed classes. (Exhibits 227 and 228).

What about curriculum development? Classes in "Negro History" have been instituted at Fremont, Jefferson, (Exhibit 229), Jordan, Manual Arts and Venice Adult Schools. "Swahili" has been offered successfully at Fremont Adult School, (Exhibit 230), for over three years. The University of California at Berkeley recently accepted student transcripts for Swahili to fulfill University language requirements because it offers a continuing Swahili curriculum. "American-Mexican History and Culture" was written by Alex Avilez, a current Franklin Adult School Branch Coordinator. Successful completion of the course, a regular offering at Garfield and Roosevelt Adult Schools, grants social science credit for graduation. (Exhibit 231).

Belmont Adult School offers a "Personal Traffic Safety - Young Adults" class utilizing a Spanish-speaking instructor who can better relate to the Mexican-American students assigned to his class by the Los Angeles Court to improve traffic habits after repeated traffic violations or citations. Belmont also sponsors two "Conversational Spanish" classes (Exhibit 232) at Civic Center for District Attorney Evelle Younger's deputies. They are strongly motivated to speak the language in an effort to reach that minority community. Fifty deputies attend one of two bi-weekly sessions conducted by Luis Herrera, who teaches court interpreters during the daytime. Mr. Herrera emphasizes legal terms for one hour and Spanish conversation the next.

Belmont Adult School additionally served its neighborhood last fall by conducting a forum to clarify November ballot issues. (Exhibit 233). In conjunction with the League of Women Voters and presented in the Spanish language, the forum attracted over 300 participants. Twenty-six of the twenty-eight adult schools conducted similar forums within their auditoriums during the four weeks prior to elections.

Public television presentations concerning minority problems or curricula, and designed about or for them, are a continuous portion of the adult education program. "Escuela KMEX" now enters its third year of successful television instruction. Miss Ginger Cory presents "English as a Second Language," (Exhibit 234) to a group of 1,058 students four times a week. Lessons are prepared, sent in to the Adult Education Office, graded, and returned to viewing students for review. (Exhibit 235).

Mr. William Bailey, Director of Human Relations for Los Angeles City Schools, recently presented five half-hour lessons via KABC, Channel 7, as part of the adult education series, "Guidelines." (Exhibit 236). Mr. Bailey led a panel discussion about prejudice in the urban society. For over three years "Guidelines" has featured daily capsule lessons, which serve as a showcase for the total adult education program. Numerous minority members have been called upon to perform as instructors and/or participants.

The Division of Instructional Services has developed the following summary of activities by the Curriculum Branch and Youth Services Section which implement AD HOC DIRECTIVES toward intensification of curriculum efforts to provide equal educational opportunities:

ELEMENTARY CURRICULUM

Among the efforts taken to "help students of Negro or Mexican-American backgrounds to achieve success" in the elementary schools should be reported both specific curricular developments and activities and procedures which help the disadvantaged pupil to perceive of himself as one who has the potential for achievement. Both of the above types of activities have been initiated by the Elementary Curriculum Section during the year of November 1965-December, 1966.

Specific change or adaptation of general elementary curriculum is reported below.

THE 3 FOR 2 KINDERGARTEN PLAN has been prepared for culturally disadvantaged areas to provide for the individualization of instruction for the five-year-old child through the assignment of a third grade teacher to reduce the teacher-pupil ratio within the classroom. The objectives of this program are concerned with every aspect of a child's development, physical-motor, social-emotional, and intellectual-academic.

Supporting Materials:

3 for 2 Kindergarten Program, Parts I, II, III, and IV, 1965. Prepared under Title I.

PROGRAM FOR MORE CAPABLE PUPILS IN CULTURALLY DISADVANTAGED AREAS, Grades 4-6, was designed to provide opportunities for extended study to:

- extend learning situations through educational journeys to places of specific interest;
- utilize basic skills in different and creative approaches to science, social studies, mathematics, and language arts;
- enrich instruction for pupils with particular interests who show evidence of an inquiring mind and curiosity and qualities of potential leadership.

Supporting Materials:

Special Opportunities for More Capable Pupils in Culturally Disadvantaged Areas, Grades 4-6, November, 1965. Prepared under Title I.

Special Equipment and Supplies for More Capable Pupils in Culturally Disadvantaged Areas, October, 1965. Prepared under Title I.

Specific change or adaptation of the Elementary English curriculum is reported below:

IMPROVEMENT OF ORAL AND WRITTEN COMMUNICATION SKILLS has received major emphasis. Programs to facilitate this improvement are of two types.

Phase I, English for Non-English Speaking and Literate Spanish-Speaking Pupils, is planned for children from non-English speaking areas to aid in the development of language. It provides opportunities for the non-English child to be able to use and understand a second language as quickly as possible. It also provides opportunities for the child to add the skills of reading and writing the second language.

Supporting Materials:

Phase I, English for Non-English Speaking and Literate Spanish-Speaking Pupils, suggested materials, October, 1965. Prepared under Title I.

Phase I, English for Non-English-Speaking Pupils, suggested experiences, November, 1965. Prepared under Title I.

Phase II, Standard English for Non-English and English-Speaking Disadvantaged, is planned to provide a series of experiences which will aid in the development of language with children from the disadvantaged areas in the Los Angeles City School District.

In order to develop, maintain, and extend language, emphasis is first placed on oral English and the development of the thought processes. Experiences are provided for listening which include both hearing and responding verbally in as many situations as possible. Speaking skills are developed sequentially with special regard for the inclusion of standard English as a second language for those children who speak non-standard English.

Further areas of the English curriculum include literature and composition. Literature is a vital part for it is through this area that curiosity about and desire to read are begun and extended. Composition is added as the child gains in ability to express himself orally and exhibits a need for and an interest in reading and writing.

Supporting Materials:

Phase II, Standard English for Non-English Speaking Culturally Deprived, Suggested materials, October, 1965. Prepared under Title I.

Specific help in the elementary reading program is reported below:

THE SPECIAL READING PROGRAM is designed to provide pupils in the project schools in disadvantaged areas with specialized individual assistance in reading at the time when their deviation from expentancy becomes clearly apparent. This curriculum project was undertaken to provide a succinct but comprehensive description of the major approaches to reading instruction, emphasizing corrective or remedial approaches, but also providing detailed information which will be of assistance to the classroom teacher who works with pupils in an adaptation of a regular developmental reading program.

Supporting Materials:

Suggestions for the Special Reading Program, December, 1965. Prepared under Title I.

Materials Relating to the Title I Remedial Reading Program, October 25, 1965. Prepared under Title I.

Specific curricular change or development within the social studies area is reported below:

MOTIVATING PUPILS FROM DISADVANTAGED AREAS TOWARD THE PERCEPTION OF A POSITIVE SELF-IMAGE was the purpose underlying the preparation of a series of biographies of eminent people of various racial backgrounds, in the community, city, state, and nation; reading these biographies will provide opportunities for pupils to become aware of some of the following aspects of citizenship and self-development:

- the need for education in order to reach adequate goals;
- an appreciation for the dignity of work;
- an awareness of the opportunities available to any person who is willing to persevere and accept challenges in spite of adversity and cultural and ethnic backgrounds;
- an understanding that any community is strengthened by the diversity of its people, their traditions, and beliefs.

Supporting Materials:

Pupil Books:

Angelenos - Then and Now, EC-226, 1966
Californians - Then and Now, EC-233, 1966
Americans - Then and Now, EC-234, 1966

Teacher Background Information:

Angelenos - Then and Now, EC-111, 1966
Californians - Then and Now, EC-121, 1966*
Americans - Then and Now, (in progress)*

Specific activities with which the Art section has been involved include:

SUMMER ART CLASSES FOR ELEMENTARY CHILDREN have been conducted during the past two years for children from schools which qualify for funding under Title I. This program has been designed to broaden children's environmental and creative development through art appreciation study, art workshop experiences, and field trips to places of cultural interest. Through this project is built, among these pupils from disadvantaged areas, better general attitudes toward school by developing a sense of pride, self-identity, and personal fulfillment through satisfying creative experiences in a productive program of art study.

ART SCHOLARSHIPS FOR CHILDREN FROM MINORITY GROUPS OR FROM DISADVANTAGED AREAS have been obtained in cooperation with the Los Angeles County Museum of Art. These forty scholarships have provided opportunities for pupils to attend classes in the Junior Workshop Program at the Museum on Saturdays or after school. School administrators and art supervisors work closely with the Museum staff to find children who are talented or interested in art and who would benefit from this experience.

Specific activities of the Music section as they relate to children from disadvantaged areas include the following:

PROVIDING TRANSPORTATION FOR DISADVANTAGED CHILDREN TO CULTURAL ACTIVITIES has been a continuing activity of the music office for many years. Donations from individuals and corporations have been solicited for the purpose of transporting children from minority groups to concerts and operas given in the Shrine Auditorium, the Music Center, and school auditoriums.

OBTAINING COMPLIMENTARY TICKETS TO CULTURAL EVENTS has been an activity which parallels both in time and purpose the above. The managements of the Symphony Association and the Guild Opera Company have donated such tickets, which has permitted children from disadvantaged homes to attend events of cultural importance.

Over the years the number of children who have received the benefits of the two above activities totals many hundreds.

PROGRAMMING THE REPERTOIRE OF CHILDREN'S CONCERTS in the Music Center and in school auditoriums has been an opportunity to develop pride in the cultural heritage of specific minority groups. In these programs has been included music that has special significance and meaning for minority groups; example, "El Salon Mexico," "Mexican Rhapsody," music by Latin-American composers, music by William Gran Still, a local resident who is the foremost Negro composer, etc.

Minority group personnel who have been appointed to positions in the Curriculum Branch to specifically develop curriculum material for disadvantaged children include the following:

1. Sallye Banner
2. Hazel Lee
3. Ninfa Nieto
4. Celia Rodrigue

Elementary Curriculum Section activities which seek to improve communication between the school and the parents of disadvantaged children, thereby improving the quality of education and increasing the probability of the pupils' remaining in school, includes preparing and distributing the following leaflets, which generally were sent to parents along with report cards:

Respect for Law and Order. This program is designed to encourage a respect for law and to help pupils understand and accept its importance, responsibilities, and limitation upon the action of the individual, as well as providing them with opportunities to apply the principles of government to the class room and encouraging student-government organizations.

Spanish Edition of the Report Card Leaflet: Reporting Pupil Progress (Informes a los Padres Sobre El Progreso de sus ninos). This Spanish translation of the report card leaflet attempted to establish guidelines for parents to evaluate and interpret progress of their child in the school program.

The Teaching of Values (Spanish Version). This leaflet seeks to inform parents as to how the schools seek to translate into understandings and actions the concepts that are based on the heritage of the past and to assist young people in accepting the values of our society: integrity, courage, responsibility, justice, reverence, love, and respect for law and order.

Using as its guide this phrase from Directive No. 18 of the Ad Hoc Committee, "... intensify efforts to identify and help students of Negro or Mexican-American backgrounds to achieve success in an academic curriculum...", the

Secondary Curriculum Section has expended much effort in making curricular changes and adaptations to more effectively meet the needs of the large group of pupils who are of minority and who are economically disadvantaged.

NEW GRADUATION REQUIREMENTS have specifically considered ways in which the pupil from a disadvantaged home can be helped toward academic success. Included among the revisions in the graduation requirements are major sequence which were designed to be more flexible than the present ones and to permit students of varying interests and abilities to pursue a curriculum appropriate for them. There are many students whose interests and abilities lie in the area of the humaities, the practical arts, or art and music, and who are potentially capable college students, but who have been penalized in the past by requirements in advanced mathematics and science, and foreign language. The new major sequence make it possible for the humanities or vocational oriented student to specialize in the areas of his expressed interest and recorded achievement, to take only the basic requirements in mathematics and science, and still to qualify for high school graduation and for entrance to a junior college, a California State college, or to any number of private colleges.

Specific adaptation, expermentation, and development of curriculum in secondary English is reported below:

AN ADVANCED PLACEMENT ENGLISH CLASS (a college-level class taught in the high school) is being tried at one of the poverty area high schools. The English curriculum office provided a course outline and gave advice on selecting suitable texbooks. Advanced Placement European History classes and classes in International Relations and Government, a course designed for academically able pupils, have been initiated in several mid-city schools.

A consultant has been requested to prepare a modified course of study and resource materials for the required year of science in junior high school for pupils who have reading problems and are not science oriented.

The development of specific courses of study, and the provisions of appropriate instructional material in mathematics is reported below:

A THREE-SEMESTER SEQUENCE IN FIRST-YEAR ALGEBRA was developed to meet the needs of students who have ability in mathematics but who are not quite able to move at the fast pace necessary for completion of the regular algebra course. Completion of the three-semester sequence provides five semester credits in general mathematics and ten semester credits in Algebra 1 and 2. Experimental courses in Algebra S, S1, and S2 were established and later evaluated, and course outlines were prepared. The series, now authorized, is offered in more than 20 schools.

CLASSES IN ADVANCED HIGH SCHOOL MATHEMATICS AND IN ADVANCED PLACEMENT MATHEMATICS have been established in some urban schools which previously have not been qualified for such classes because only a few of their students elect advanced mathematics. Texts have been purchased and course outlines have been provided.

COURSES OF STUDY FOR SEVENTH-AND EIGHT-GRADE MATHEMATICS provide a three-track program planned to meet the needs of pupils in various ability groups.

INSTRUCTIONAL GUIDES were prepared in 1965 for: Basic Mathematics 1 and Senior Mathematics. These guides are intended specifically to aid teachers of students whose previous achievement in mathematics has been poor and who may lack motivation. The guides suggest a variety of mathematical experiences, appropriate to the interest and ability levels of the target groups.

PUPIL MATERIALS FOR MATHEMATICS which have special importance for pupils form dfsadvantaged areas include:

In the junior high school, many pupils require more practice material than that available in the regular texts. In order to provide this necessary drill and reinforcement of skills, workbooks were selected for Board authorization. Approximately 40,000 copies are now in use in 7th- and 8th-grade mathematics.

Criteria, prepared for a textbook study in 9th-grade mathematics, specify the need for a contemporary treatment of basic concepts and computational skills stress the importance of encouraging discovery on the part of the pupil and providing him with oportunities to experience success.

Pupil practice materials and tests in the are of computational skills and understandings are being developed for use in the 7th-and 8th- grades of junior and six-year high schools in the city. In all, 32 lessons and 7 tests will be provided.

The program for the improvement of computational skills was inaugurated by meetings with principals and with mathematics department chairmen. In October 1966, the first lessons were put into use in the schools. Distribution will continue during the school year. To implement the program a series of four television programs is now in production. The purpose of these programs are (1) to encourage teachers to make optimum use of the computational materials which are being developed and (2) to suggest ways of providing meaningful practice by utilizing the drill materials.

To provide for senior high school pupils who have difficulty with mathematics, materials were prepared for Basic Mathematics 1. These materials consist of 7 units, totaling 90 lessons. Vocabulary is simple, sentences are short, and the concepts developed are basic. Because the attention span of the slow learner is likely to be short, the lesson pages have been planned for consumable use.

Expermental mathematic laboratory kits were purchased for 20 senior high school classes in Basic Mathematics 1. In order to assist teachers in using the materials, a manual was prepared which suggests ways in which each item in the kit may be used to develop mathematical concepts.

CONTINUATION EDUCATION is an area of special importance to pupils from disadvantaged areas, because of the high incidence of drop-out.

Courses of Studies have been prepared and instructional materials provided for senior high school pupils enrollment in English, mathematics, science, and social studies Continuation Education classes.

The purpose of the English course content is the development of basic language skills necessary for satisfactory adjustment to adult society. The course provides individualized instruction through programmed study.

The purpose of the mathematics course content is to develop and maintain the fundamental skills in arithmetic, to stress the practical use of those skills in daily life and to increase the pupil's employability.

The science course content was developed to enable pupils in continuation classes to fulfill the science requirement for graduation from high school and receive health instruction required by the State and the District.

The social studies course content was prepared to enable pupils to fulfill the state mandated social studies requirements and to develop the basic attitudes, knowledge, and skills which are requisite for assuming the rights and reponsibilities of citizenship.

Activities of the Art section within the secondary school level include the following:

A SPECIAL CLASS IN COMMERCIAL ART AND ADVERTISING TECHNIQUES has been jointly sponsored by Mr. Bill Tara, a Los Angeles commercial artist and the Art Section of the Curriculum Branch. Involved in the class were 14 students from Jordan and Fremont High Schools during the school year 1965-66. The group met on Saturday mornings. Activities ranged from drawing and cartoon lessons, and critiques by Mr. Tara and his associates, to visits to advertising agencies, commercial art and photography studios, exhibits, a newspaper office, and a motion picture studio. The purpose of these trips was to acquaint the students with professional and vocational potentialities of art, and afford them opportunities for meeting leaders in the various art fields. The project is continuing in the spring semester.

A SCHOLARSHIP CLASS FOR 20 SECONDARY STUDENTS talented in art and interested in art as a vocation currently is being sponsored by the Golden State Mutual Insurance Company. The instructor is Mr. Charles White, a Negro artist of national prominence. The classes are held on Saturdays at the Otis Art Institute. Students were selected by interview, portifolio, and teacher recommendation by Mr. Tara, Mr. White, a representative of the sponsoring company, and a Los Angeles City Schools Art Supervisor. Students are drawn from the following high schools:

Dorsey	Lincoln
Fremont	Los Angeles
Garfield	Manual Arts
Jefferson	Roosevelt
Jordan	Washinton

AN ARTMOBILE FOR SEONDARY SCHOOLS, funded under Title I, will be in operation in the spring of 1967. The artmobile will be taken to junior and senior high schools in depreved areas for a period of from two to five days.

The first exhibit is Success Through Art. The content will be the work of Southern California artists, designers, architects, and craftsmen with minority group background. There will be no effort to point out this background but a photography of each contributing creator will be mounted near his work. The objective is to show young people in disadvantaged situations that art is an avenue to both a successful personal image and financial reward. In this sense the project will implement Directive 19, "to develop teaching materials which will depict the Negro and Mexican-American, as well as Americans of all religions and ethnic backgrounds, in a more positive light..." Teacher workshops, parental involvement and printed information will be included in the program.

Specific activities of the Industry Education Office in the Curriculum Branch include the following:

THE DEVELOPMENT OF SCIENCE PROJECT CENTERS, in cooperation with industrial leaders in Southern California, represents an effort to help high school students understand the vocational and professional implications of high school course work. While these centers serve pupils of all racial and economic groups within the school district, particular emphasis has been placed on the involvement of students of particular need within the broad implications of the directives of the Ad Hoc Committee; a special effort is made to have students from high schools in disadvantaged communities participate in these activities. The centers are located at the California Museum of Science and Industry, Airport Junior High School, and Birmingham High School. The center at the Museum of Science and Industry, because of its geographical location, reaches the largest number of Mexican-American and Negro students.

At the centers, students work on projects or attend seminar groups under the leadership of volunteer scientists, engineers, and technicians from industry and the professions. Each project group in this extra-curricular program meets once each week for two hours in the evening or on Saturday morning.

Though the primary concern is with the development of knowledge and skills in science and technology, the association with these group leaders from industry gives the student motivation and direction for his further studies. The size of the groups is generally quite small so that individual attention can be given to the students' problems and desires. Here the students get firsthand information about the applications of science and industry. In addition, they are told of the related job opportunities available to them and the type of training necessary to qualify. Some of the projects are: Amateur Radio, Basic Electronics, Astronomy and Lens Grinding, Slide Rule, Chemistry and Crystallography, Telemetering, Computer Programming, and Scientific Photography.

SCIENCE FAIRS at three levels - school, county, and state - give the student motivation to develop a science project. The projects encourage the student to: study a limited area in depth, do individual research, and collect a completed project well done. Science Fairs can be, and are, participated in by all ethnic groups. Participants have an opportunity to gain recongition from their peers and the community. Because the initial competition is at the local school level, students of many levels of achievement are stimulated to participate.

CHRISTMAS VACATION SCIENCE LECTURE SERIES, held on the first Monday of Christmas vacation, are planned for high school students. Each high school is encouraged to have at least ten representatives present to hear three outstanding lecturers. The program for 1966 was: Dr. Esther Hays, UCLA Medical School; Dr. James Bonner, California Institute of technology; Dr. Arthur Flechsig, "Aquanaut" Sea Lab. II, Scripps Institute of Oceanorgraphy. Each lecture is followed by a lively question and answer period, which the students thoroughly enjoy. Special effort is made to obtain the participation of pupils from areas of cultural and economic disadvantage.

DEMONSTRATION-LECTURE PROGRAMS are provided by industry for science classes to show how fundamentals taught in school are applied in industry. Students achieve a better appreciation of the technology developed in a variety of industries. The Southern California Gas Company, the Pacific Telephone Company, and Western Oil and Gas Association have well organized series of lectures, available. A great many other companies meet requisites for demonstration-lecturers on specific topics. The American Chemical Society and the Association for the Advancement of Biomedical Education have well organized programs to assist science clubs in our junior and senior high schools. They provide speakers, vocational guidance, surplus materials, and assist with science projects and fairs. These groups are giving special assistance in areas where there are minority groups

Both general and specific curricular changes have occurred in the Adult School offerings. Some of these are reported below:

SPECIFIC COURSE OFFERINGS directed toward heightening the awareness and appreciation of American-Mexican citizens and Negro citizens for their own ethnic cultural background, their heritage, and their specific contributions to our contemporary society have been developed in the adult schools. An expample of the Adult Curriculum Office is the attached Adult Education Course No. 210, "Negro History." Although developed in 1964, this activity is reported at this time because of its ongoing importance and because its impact upon the schools did not occur prior to the period covered by this report. (See Exhibit 237)

THE EVALUATION OF TEXTBOOKS AND OTHER MATERIALS OF INSTRUCTION is a major area of service to adult students who are members of minority groups. Academic areas covered by these evaluations, include elementary subjects on the adult level, vocational and industrial skills and re-training, and a comprehensive high school program for adults.

The Adult School Office also seeks to facilitate communication with the community within which its students live. Because of the importance of academic and technological training to vocational success, efforts are made to induce the drop-out to complete his education, Two leaflets issued by the Adult Curriculum Office are reported below:

Come Back and Win. This leaflet describes "How the Adult School Helps the drop-out." (See Exhibit 238)

Accelerated High School Diploma Program for Adults. This brochure lists requirements for high school graduation under the Veterans' Service Act; under the G.E.D. Testing Program for Non-Veterans; and under the regular Four-Year Adult Schools. (See Exhibit 239).

Staff members of the Vocational and Practical Arts Section have taken direction from this section of Directive No. 18:

> "...vocational programs in comprehensive high schools (should be) expanded and modernized so as to give the student adequate opportunity to learn in a technologically changing community...and that these courses should provide the same sense of dignity, respect for excellence and challenge as the purely academic courses".

In Business Education these curricular and instructional activities are reported:

THE INSTALLATION OF LISTENING CENTERS for use in the teaching of shorthand; one such installation has been completed at Fremont High School.

THE INSTALLATION OF ELECTRIC TYPEWRITERS for instructional purposes at these high schools within the so-called disadvantaged area:

1. Belmont
2. Dorsey
3. Fremont
4. Manual Arts
5. Reseda

THE SELECTION OF BUSINESS MACHINES which embody the technological developments found in similar equipment which would be used in the most modernly equipped office. While a part of the normal city-wide evaluation of equipment and its normal replacement and acquisition, this has major importance to every student whose high school major is business education, regardless of his race or socio-economic condition.

In Home Economics Education these expanded and modernized features are reported:

GAINFUL EMPLOYMENT PROGRAMS in child care, food services, commercial sewing, home economic sales (in which students are prepared to demonstrate and sell family-oriented products, as foods, textiles, and home equipment), diet aides, and nursing aides. While not limited to schools in disadvantaged areas, these curricular offerings are of major value to such schools because of their immediate post-high school employment value.

Industrial Education curricular change and development is reported as follows:

LATE AFTERNOON AND SATURDAY CLASSES AT JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL levels in selected courses are offered in schools and locations. serving educationally advantaged and disadvantaged students alike.

DEVELOPMENT OF TEXT MATERIAL THROUGH ESEA PROJECT FUNDS for junior high school students in the areas of drafting, electricity, graphic arts, metal, wood, and crafts for particular use in schools where disadvantaged pupils are clustered.

Specific activities of the Youth Services Section in the Physical and Health Education, Safety and Youth Services Branch include the following:

EXPANSION OF THE SUMMER LIBRARY PROGRAM was accomplished in 1966. Fourteen additional elementary library programs were placed in effect during the summer months. In expanding the services, it was recognized that primary need should be extended to the south area which includes a heavy minority population.

THE TUTORIAL PROGRAM was given assistance by the Youth Services Section in arranging facilities and supervision. It is estimated by the Office of Urban Affairs that a minimum of 3,000 students receive tutorial aid in the after school segment of the program located at 124 sites in the school year ending February, 1966.

JOB OPPORTUNITIES for high school students and recent graduates have expanded in the poverty areas. During the summer of 1966, 550 NYC workers were employed during the week and on Saturdays, and 217 are now at work assisting in the operation of 48 additional playgrounds. It should be stressed that these positions are in excess of the normal youth services program. All new staff members received inservice training to increase their competency.

OPERATION CHAMP, a federally funded summer program, employed a total of 176 additional personnel selected from the low economic areas. A concomitant value was the opportunity for such employees to experience, for the first time, a leadership role in working with youngsters. This may well result in developing competencies and interests in the area of teaching and recreation.

OPERATION TALENT CLINIC, a new program, involved the development of four talent "Clinics". The clinics were open between the hours of 12:30 p.m. to 5:00 p.m. (weekly and through the summer months of 1966). The purpose of the program was to discover talented boys and girls and through the use of microphones, lighting, tape recording, and stage techniques, to develop self-confidence and possible vocational or professional interest in theatrics. Two of the four centers were purposely located at Hollenbeck and Gompers Junior High Schools in order to allow easy access to youth residing in the east and south areas of Los Angeles.

CHAMPS IN SCHOOLS opened Youth Services High school playgrounds and gymnasium facilities during the previous "Vacant" hours of 9:00 a.m. to 2:00 p.m. This program attempted to attract neighborhood youth to particpate in a wholesome series of activities within the 9:00 a.m. to 2:00 p.m. period. A total of 5,712 boys and girls at 15 junior high school "fitness centers" participated from July 7 to September 23. At all levels, school playgrounds operated longer with a more extensive program reaching an additional 83,031 attendance units.

CHAMPS IN CAMPS provided a change in environment for city-bound youngsters. Between the period of July 7 to September 3, a total of 326 boys and girls from the junior high schools were transported by the Los Angeles City School busses to the Outdoor Educational Center at Clear Creek. This year, specific efforts were made to involve youngsters form different ethnic backgrounds in an outdoor camp experience.

CHAMPS-ON-THE-GO transported youngsters to beaches, parks, and mountains. It provided nearly 18,000 target area elementary and secondary boys and girls with 360 bus excursions during the summer.

The Division of Instructional Services has implemented the search for teaching materials which place the contributions of Americans of all religious and ethnic backgrounds in a more positive light through the following activities:

Major elementary curricular projects which have as their prime objective the depicting of Americans of all religious and ethnic backgrounds in a more positive light include the preparation and distribution of these three pupil textbooks, with related teacher background information:

Angelenos -Then and Now, EC-226, 1966
Californians - Then and Now, EC-233, 1966
Americans - Then and Now, EC-234, 1966

The pupil materials were written by a member of a minority group, and were prepared in consultation with many persons both inside and outside the school system. (The preparation of these books was reported under Directive 18; because it is possible that particular sections of this report may be read independently, and because the publications are of major importance under both Directives, they are discussed under both areas.)

INSTRUCTIONAL MATERIALS FROM SECONDARY SCHOOL PUPILS have received major emphasis for the past two years. Because similar problems were faced and parallel procedures employed, the selection and development of pupil materials in English and social studies are discussed jointly.

To provide guidelines for publishers in submitting books for consideration and to assist textbook committees in the selection of suitable materials, criteria for evaluating textbooks were prepared. For two years (1964-1966) textbook studies were conducted in the fields of English and social studies to obtain instructional materials of the type described in Directive No. 19. A third of the members of the textbook committees represented minority ethnic groups.

Of more than one hundred literature books which were received, fourteen met the established criteria and were adopted for junior high school English classes, and sixteen were adopted for use in senior high school.

More than sixty titles were considered for use in United States history classes in Grades 8 and 11. The study resulted in the adoption of two supplementary textbooks concerned with the American Negro for use in Grades 8 and 11, and one concerned with Oriental Americans in Grade 11.

Multiple copies of AMERICAN TRAVELER'S GUIDE TO NEGRO HISTORY, made available as free material by the American Oil Company, were distributed to schools for pupil use. The publication supplements other instructional materials by drawing attention to significant national attractions honoring American Negroes. A publication, THE NEGRO IN AMERICAN HISTORY, prepared by the New York City Board of Education, was purchased and provided to all schools for teacher background information. The title is concerned with the history of the Negro from ancient times to 1964.

To obtain suitable materials about other minority groups and additional materials about the American Negro, the curriculum supervisors of secondary English and social studies have

- urged publishers to fill this void and provided guidelines for their writers' editorial staffs
- continued the textbooks studies through 1967
- engaged in a writing project under the Elementary and Secondary Education Act, Title 1.

Under the Elementary and Secondary Education Act, Title 1, two consultants, directed by the English office, have recruited authors to write literature of the type described in Directive No. 19, have tried out the selections in classrooms, have obtained approval from English supervisors, and have arranged for purchase of manuscripts. To date, the project has obtained 85 suitable manuscripts (43 for junior high school and 42 for senior high school). The expected end-products are one 7th grade anthology and one 10th grade anthology, plus several short novelettes for each of these grades.

Under the same act, a team comprised of teacher-consultants, teacher and supervisory advisors, an editor, and professional writers is preparing text materials for use in 8th grade United States history classes. Objectives of the project include:

- providing the pupil with accurate, significant historical content which he is capable of reading and understanding
- providing a means by which the pupil's reading and study skills can be developed and strengthened
- providing materials through which the pupil can gain a recognition of the role of minority groups in the history of our nation, and a sense of responsibility for his role as citizen

Following successful classroom tryout in pilot schools, the text materials will be published and made available to all schools where the need exists.

"...units of social studies be developed to include history and literature of the Southwest, Spain, Mexico, and Latin American countries..."

NEW COURSES AND COURSE OF STUDY, emphasizing areas covered by Directive 19, have been prepared. Among these are a revised teaching outline for Grade 8, United States History and Geography 1 and 2. Reference to the participation and contributions of minority groups in United States history have been included. Special notice has been made to such groups as Mexican-Americans, the Spanish, American Negroes, the Indians, and Oriental Americans.

A teaching outline, CALIFORNIA HISTORY SUPPLEMENT TO ELEVENTH GRADE INSTRUCTIONAL GUIDE, UNITED STATES HISTORY, was issued in September, 1965. This publication suggests additional opportunities to integrate the study of California history with that of United States history. Special reference is made to the State's Spanish and Mexican heritage and to the role of minority groups in its growth and development.

California History and Government, previously an experimental course, has become an authorized course meeting the A12 social studies requirement for graduation. Several mid-city schools now offer the course which is concerned with the Spanish, Mexican, and American periods of California history and government, as well as contemporary problems and developments. A textbook study has been recommended for 1967-68. A course outline is in progress.

Two new courses to be introduced in the senior high school will concentrate on Latin America and Asia. Course outlines will be developed and textbook studies to implement these courses have been recommended.

One major curriculum project which culminated in September 1966, was the distribution of the instructional guide, The Teaching of Values (GC-15, 1966). This publication, while not designed for any particular group, has value in direct relationship to the need of the individual for orientation to the value held by the majority of our citizens; its importance for the pupil from a culturally different home is no less than for the pupil whose family value-orientation is historically that of the majority of our citizens.

Within The Teaching of Values are described a variety of situations in every subject area and covering all grade levels in which pupils may learn the values of truth, honesty, and excellence. Provided are learning experiences in which are opportunities for guidance in making judgments concerning behavior and responsibility. Present also are suggestions for learning activities which emphasize the development of the pupil's respect for his own opinions and ideas, as well as for the person and for the viewpoint of others.

The values discussed in this publication, which was distributed to every teacher in every school, are: integrity, courage, responsibility, justice, reverence, love, and respect for law and order.

Audio Visual instructional materials that exemplify implementation of Ad Hoc 19 were purchased in the quantities indicated below:

Elementary

Films	12 new titles
Sound filmstrips	4 new titles
Filmstrips	1 new title
Picture sets	1 new title

Secondary

Films	14 new titles
Filmstrips	1 new title
Study prints	1 new kit

Specific titles of the audio-visual materials above are provided in (Exhibit 240). It should be noted that the title or annotation does not always indicate direct realtionship with Ad Hoc Directive 19. However, the material listed does, in some fashion, directly or indirectly represent participation and/or contribution of minority groups.

Library instructional materials that exemplify implementation of Ad Hoc 19 were purchased in the quantities indicated below:

1. Purchase of elementary supplementary texts and supplementary readers which publishers have produced, or recently revised, for the purpose of realistically depicting various ethnic groups.

   48,494 volumes from ESEA, Title I funds for schools in target areas.
   9,944 supplementary texts from district funds.
   7,834 supplementary readers from district funds.

2. Listing on library purchase lists books that contribute to inter-cultural understanding and human relations.

   14 new titles for elementary libraries.
   28 new titles for secondary libraries.

3. Preparation of revised editions of bibliographies on cultural minority groups.

   Elementary bibliography revised, September, 1966
   Secondary bibliography revised, February, 1966
   (See Exhibits 241-242)

4. Listing on secondary magazine purchase lists those periodicals on cultural minorities.

   Crisis - 14 current subscriptions
   Ebony - 109 current subscriptions
   Negro History Bulletin - 44 current subscriptions
   Opinion - 66 current subscriptions

5. Summer employment provided for high school and college students from various minority groups.

Directly related to the home and community agency contacts emanating from school referrals, is the involvement of CWA staff in supportive efforts to help students recognize the need for and the continuance of their schooling. (Exhibits 26,pp. 28, 33,34).

In order to provide more intensified health counseling in schools located in low income and bilingual areas, nurses have been assigned on a lower pupil to nurse ratio. Examples of comparative distribution of nursing time have been included in (Exhibit 243).

The announcement of examination for the Children's Center teacher both regular (Exhibit 244), and substitute, (Exhibit 245), listed among the duties items such as "helping children build habits and attitudes desirable in fulfilling their own needs and living compatibly with others in a democratic society", "providing many opportunities for the full development of perceptive and aesthetic sensitivity in the children." Among the general qualifications for these positions are " the ability to respond warmly and generously to the emotional needs of children, and "ability to work together happily with other teachers of widely varying backgrounds and experience, in directing the activities of children."

The Secondary Vice-Principal's examination lists in its announcements (Exhibit 246) as one of the desirable qualifications, "leadership in this field of education and in securing community cooperation." The same desirable qualification is listed on the examination announcement for Secondary Principal. (Exhibit 247).

DIRECTIVES NOS. 20, 21, 22, 23, 24, 25 - COUNSELING

20. That the Superintendent and staff be urged to recognize the difference between "course scheduling" counseling and "personal" counseling in high schools. One individual may act in each role according to need. Many students do not need personal counseling to assist them in making curriculum choices since they know what courses they need to achieve their goals. Others need advice, personal interest, and frequent contact, which requires additional counseling time. Areas that indicate need because of a different language, culture or social economic status would need more "personal" counseling. It should be noted that this concern is not limited to the position of counselor but is included in the responsibilities of classroom teachers and other personnel. The Superintendent is urged to develop new procedures to meet these needs. A limited number of schools have already been given extra counseling time.

21. That the Superintendent be urged to increase the emphasis in counselor training on the human relations aspects of the position and on the interpretation of special aspirations and needs of the Negro and Mexican-American segments of our School District. The Superintendent is further encouraged to study the possibility that some counselors adhere too closely to early I.Q. ratings and many not sufficiently take into consideration future development of the student and a later identification of his ability and achievement.

22. That the Superintendent be requested to instruct the Personnel Division to give additional weight in counselor examination to the personal qualifications of applicants in terms of warmth, imagination and understanding of the special needs of educationally disadvantaged young people as well as to their academic and professional qualifications. At least certain of these counselors should be proficient in vocational guidance. Where a school has a large Spanish-speaking enrollment it is desirable that at least one counselor have mastery of the Spanish language. The above should be given consideration in appointing part-time counselors or advisors as well as full-time counselors.

23. That the Superintendent be instructed to consider the educational and financial implications of more elementary counselors in the sections of the school district having large numbers of educationally deprived students and to report back to the Board as soon as possible.

24. That the Superintendent be encouraged to develop means of reaching parents of educationally deprived students through Adult Education; and further be urged to implement programs which will clearly display the importance of the relationship of the home, school and community in reference to the furtherance of the education of the culturally different children and also those from socio-economic impoverished areas. New courses, formal or informal, should be developed in cooperation with community leaders, to reach these parents and to help them to

understand the community in which they live and the importance of education for their children, and to assist them in planning for themselves and their families. Whenever, the parents are Spanish speaking these courses should be conducted in Spanish in order to provide the greater understanding and sense of acceptance on the part of the parents.

25. That every effort be made to identify students of low verbal ability who may be more capable than present tests reflect, and that there be continued exploration of measures which will permit such identification. Meanwhile, such identification may be achieved by a combination of observation, special testing, and other means which may be appropriate. The Committee urges that the Superintendent continue to emphasize to the staff that there is more than one way in which ability may be demonstrated and that measures of academic ability be interpreted with due regard to their possible failure to take in account all facets of pupil's potential.

I. General In-Service Education Program

The in-service program for elementary school counselors during 1965-66 and 1966-67 (Exhibits 248 and 249) continued the plan to provide better understanding of the needs and goals of the Mexican-American and Negro pupils in our schools. The 1965-66 school year was begun with a clarification of counseling goals by the Associate Superintendent, Dr. Robert J. Purdy. The theme for 1965-66 in-service program was "Improvement of Communication Skills." Dr. J. F. T. Bugenthal pursued the problem of communication in "Application and Involvement in Group Processes." (Exhibit 250). As noted in the outline for the year, special learning problems were emphasized in the lectures given Dr. William Cruickshank, (Exhibit 251) Dr. Molly Gorelick, Dr. Ruth Cohen, (Exhibit 252) and Dr. Frances Ilg. (Exhibit 253).

An eight-session seminar on the "Case Study" as a means of helping teachers to help pupils with specific learning problems resulted in the development of "teaching prescriptions" which are now in process of completion.

The in-service for 1966-67 has continued this program of increased understanding of all people with the presentations by Dr. Gloria Powell, Psychiatrist, on the "The Importance of the Self-Concept to the Learning Process." Also considered as in-service topics this fall were the "The Counselor's Responsibilities for the Slow-Learning Child," by Dr. Lenore Love, Dr. Madeline Hunter, and Dr. Ivy Mooring (Exhibit 254) "Helping Children with Reading Difficulties, "by Lois Nubling (Exhibit 255) and "The Process of Communication," by Virginia Satir. (Exhibit 256).

II. In addition to the basic in-service program, other activities calculated to improve appraisal of individual strengths and weaknesses of pupils with possible cultural difference were pursued.

A. Continual exploration of the Illinois Test of Psycholinguistic Abilities as a means of understanding and meeting individual pupil needs in the area of language. This test was found to be particularly helpful at the pre-school level as a diagnostic tool. A workshop was given during the 1966 summer for the purpose of "improving skills in the administration and interpretation of the Illinois Test of Psycholinguistic Abilities."

B. Investigation of testing instruments which may appraise other than verbal skills (Children's Individual Test of Creativity and Peabody Picture Vocabulary Test) or may give a more accurate estimate of the pre-school child's capacities (Sprigle School Readiness Screening Test, Gessell Test of School Readiness).

C. Workshop on Administration and Interpretation of Other Diagnostic Tests is now going on and includes work with Gilmore Oral Reading Test, Gray Oral Reading Test, Illinois Test of Psycholinguistic Abilities, Wide Range Achievement Test, Children's Individual Test of Creativity, and Frostig Developmental Test of Visual Perception.

D. Study and observation of four-year olds in the pre-school program led to a compilation of "Characteristics of Four-Year Olds" and "Observation Check List," which should be helpful to teachers and counselors in evaluation normal and deviant behavior. (Exhibit 257 and 258).

E. There has been continued concern for accurate identification of EMR pupils in light of possible facts contributing to child's apparent functioning level.

It is clear that intelligence tests do not measure all of intelligence but rather the kind of intelligence important in schoolwork. It would be more precise to say that educable mentally retarded children are being identified for placement in this program. Even with the consideration that a specific aspect of intelligence is being measure, there are many factors that are related to environment and culture that may make such test results an inadequate measure of a child's potential. Many children obtain scores that qualify them for the EMR Program, but lack of verbal facility, particularly among bilingual and educationally disadvantaged children, lead to the conclusion that the actual ability of a child may be above that for the EMR Program, and, therefore, he is not eligible for such placement.

To assist in an assessment for the Point I Program, guidelines have been prepared for consideration by counselors, (See attached Guidelines for Placement In Classes for Educable Mentally Retarded, Exhibit 259).

F. As part of general in-service and specific workshop, materials were disseminated which contributed to a better understanding of the problems and needs of the culturally different child. (Exhibit 260)

III. Procedure regarding use of early I.Q. scores.

A. In the pre-school program, no I.Q. scores were recorded on the cumulative record or the case study jacket in order not to pre-judge children who might have deficiencies in verbal and academic areas.

B. Emphasis was placed on helping the teacher give specific aid to children in areas commented about on Observations in Testing Situations. (Exhibit 258)

C. There has been exploration of tests for use as diagnostic tools rather than for the purpose of a score.

1. Illinois Test of Psycholinguistic Abilities (Exhibit 261)

2. Children's Individual Test of Creativity

3. Performance Tests of Intelligence

4. Gesell Test of School Readiness

5. Sprigle School Readiness Screening Test

D. In order to interpret the needs of the Negro and Mexican-American children to their parents, the Vineland Social Maturity Scale was used as a structure interview. (Exhibit 262) The Social Competence Profile was developed to assist parents and teachers in providing information about the children. (Exhibit 263) (Research is in process relating to the Vineland results which showed strengths that were not apparent from observation alone. For example, 73.8% of the 278 children involved in the research sample showed a higher Social Age than Chronological Age. With girls the trend was even more pronounced with 81.2% showing a higher Social Age than Chronological Age. The areas of strengths and weaknesses in social competency which might show new implications for curriculum are currently being categorized.)

I. Use of Spanish-Speaking Counselor

A. In order to help the many Spanish speaking children newly arrived from Latin American countries, counselors have administered a Spanish verion of standardized tests when requested to appraise pupil needs.

B. These counselors assisted non-Spanish speaking counselors when requested.

C. Many parent conferences, which would never have taken place otherwise, were conducted in Spanish in the schools and in the homes.

D. One counselor helped with a series of radio programs informing the Spanish community about new programs in the public schools.

I. The assignment of nine counselors to pre-school programs in schools serving culturally disadvantaged children. (Exhibt 264) Additional help was given to teachers serving pre-school children through special materials.

A. Characteristics of pre-school children

B. Use of Vineland as a basis for interview with parents and for social competency evaluation

C. Adoption and exploration of testing materials appropriate for pre-school use: (Children's individual Test of Creativity, Test of School Readiness, Sprigle School Readiness Screening Test)

II. An additional eleven counselors have been assigned to assist reading specialist program in disadvantaged areas. (Exhibit 264)

III. Special materials are available. (Exhibits 265, 266, 267, 268, 269, 270)

Data-processed student scheduling has been expanded to 22 secondary schools, thus making more counseling time available for personal counseling and pupil conferences. (Exhibit 271)

Decentralization of the Guidance and Counseling Section, effective July 1, 1966, has established shorter lines of communication for more effective guidance and counseling services, has provided more immediate psychological services to the schools and more direct supervision of the guidance programs in the schools (Exhibit 272)

Schools in the disadvantaged areas have gained numerous increases in counseling services through special programs. A recent study shows that these schools now have a 370 to one pupil-counselor ration as compared with a 535 to one for the District. (Exhibit 273)

The college advisement program was expanded by adding two additional night meetings in a south-central area school. (Exhibit 274)

Secondary Guidance and Counseling activities which related to the implementation of AD Hoc Directives on counseling include:

Recognize the need for more "Personal counseling rather than "course scheduling" counseling.

The recognition by the Division of Secondary Education of the need for more "personal" counseling rather than "course scheduling" counseling has been demonstrated by the consistent budget request submitted by the Associate Superintendent to lower the counseling norm. (Exhibit 273) Lack of adequate funds has prevented the approval of these requests. To provide more adequate counseling, principals assign as much time from the non-teaching-period allotment as is possible and still maintain the soundness of the educational program in the school. The attached charts demonstrate the changes that have taken place during the year from February 1965 through June 1966. Data for the current semester are not available in summarized form and could not be included in the comparisons. The figures on the chart are based on the amount of time assigned to counselors who hold credentials authorizing service as a counselor. The comparisons involve only the actual amount of time assigned and do not include the many hours of time which are volunteered by the counselors. Only the time of credentialled counselors was considered in order to obtain as objective a measure of "personal" counseling as possible. Personal counseling is more effective when the counselor has developed special skills and techniques. Although a "credential" does not insure adequacy of personal counseling it does indicate that the holder has had a prescribed amount of training directed toward increasing his skills. The ratios on the chart therefore provide as objective a measure as is available of the comparative amounts of personal counseling offered by the schools.

Reference to the charts shows that the counseling load has been decreased significantly on a district-wide basis during the past year, i.e. from February 1965 through June 1966. During this same period the decrease in the counselor-pupil ratio is even more striking when only schools are considered which are classified by the Economic and Youth Opportunities Agency as situated in poverty areas. The decrease in the load for "poverty" schools was almost twice as great as for the total secondary schools (Chart I). It is interesting to note also that the greatest decrease among the various "disadvantaged" areas occurred in the Watts district (Chart II).

Other activities since the last report on the Ad Hoc Committee's recommendations directed toward obtaining a reasonable counselor-pupil ration included:

- Recommendation by the Superintendent's Committee on the Framework for Guidance Services that the Conference of Educational Divisions consider adjusting the counselor-pupil ratio at each of the educational levels.(Exhibit 275)

- Establishment of subcommittees of principals and counselors from the Secondary Guidance Council to study questions of budget, physical facilities and vocational guidance and to make appropriate recommendations regarding same. (Exhibit 276)

Increase the emphasis in counselor training on the human relations aspect of the position and on the interpretations of special aspirations and needs of the Negro and Mexican-American students.

The following activities were conducted to give emphasis to this recommendations:

A. Monthly Secondary Head Counselors Meeting.

-Materials distributed

- November 1965 - "A Dozen Musts - Things We Should Know," prepared by Mrs. Opal C. Jones, Executive Director, Avalon-Carver Community Center. (Exhibit 277)

- November 1965 - United States Naval Academy Minority Group Form, Navpers 1110/1. (Exhibit 278)

- December 1965 - Addresses and Information Pertaining to Youth Opportunity Centers. (Exhibit 280)

- December 1965 - Article Review, Austin, Ernest H., "Cultural Deprivation - a Few Questions, " Phi Delta Kappan, October 1965. Vol. XlVII, No. 2. (Exhibit 281)

- April 1966 - Counselor's Career Guide, Southern California Edison Company, Publication of Employment Opportunities. (Exhibit 282)

- May 1966 - Guiding Today's Youth, Los Angeles County Superintendent of Schools. (Exhibit 283)

- June 1966 - Selected Bibliography - Social Forces and Education, prepared by Measurement and Evaluation Section. (Exhibit 284)

- October 1966 - Guide for Staff Counselors of Youth 16-24 Years of Age and "Job Career Bulletin" prepared by the Welfare Information Service. (Exhibit 282)

- October 1966 - "Manual for Youth Employment" obtained from the Federation of Community Coordinating Councils. (Exhibit 282)

- October 1966 - You Too Can Be a Winner from the Merit Employment Council of Greater Los Angeles. (Exhibit 285)

- Presentations

. October 1965 - Uses for "So You Want to Quit School" (Office of Urban Affairs publication) were discussed and counselors were advised that requests for additional copies may be made. (Exhibit 286)

. October 1965 - Mr. Sam Harper, Head Counselor, Jordan High School, reported on his participation as a member of the evaluation committee for National Achievement Scholarship Program for Outstanding Negro Student candidates (Exhibit 286).

. November 1965 - Reports from the California Council of Educational Research Conference - Educating the Deprived Child: Research and Practice were presented in area meetings by ten head counselors attending the conference. (Exhibit 287)

. November 1965 - A junior high school counselor reviewed "A Dozen Musts - Things We Should Know" written by Mrs. Opal C. Jones, Executive Director, Avalon-Carver Community Center. Permission was given to the schools to reproduce the publication. (Exhibit 287)

. November 1965 - In cooperation with Lt. E. R. Brugman, USNR, Officer Programs, U.S. Navy Recruiting Station, Los Angeles, information was presented about how to interview, counsel and solicit applicants for the United States Naval Academy from highly talented members of racial minority groups. (Exhibit 288)

. February 1966 - "Significance of the Watts Crisis and its Implications for School Counselors," Dr. Harold Jones, Los Angeles County Department of Mental Health. (Meeting cancelled because of the flu epidemic.)

. May 1966 - Financial Aid Programs, Mrs. H. M. Powell, Dean of Student Personnel Services, Los Angeles City College, discussed the Educational Opportunity Grant and the College Work - Study Programs. These are federally funded programs designed to assist needy students meet costs of a college education. (Exhibit 289)

B. Special Meeting, Institutes, and In-Service Education Projects

- Special Meeting of Head Counselors in the Designated Areas September 27, 1965. Counselors discussed areas of concern as well as possible procedures to alleviate problems. Recommendations were submitted to the Associate Superintendent. (Exhibit 279)

- Summer workshops on the Employment Problems of Minority Youth. In cooperation with Plans for Progress companies in Los Angeles and the Management Council of Merit Employment, Training and Research, Inc., counseling personnel from schools with largely minority populations participated in workshops during the summers of 1965 and 1966. (Exhibit 290)

- Two workshops, Conversational Spanish for Non-Language Personnel, led by Mrs. Helen Snipper, Head Counselor, Pacoima Junior High School, were conducted during the Spring semester and Summer, 1966. These workshops were planned for counseling personnel who work primarily in Spanish speaking communities. (Exhibit 291)

- Conference on Federal Career Opportunities for Minority Youth. The College Federal Council, the Council of Mexican-American Affairs, the Federal Executive Board, the Urban League, and the Los Angeles City School Districts sponsored the conference at Manual Arts High School, May 21, 1966, for counseling personnel and selected student leaders. (Exhibit 292)

- Head Counselors' Summer Workshop: Counseling Disadvantaged Youth, June 1966. Head counselors from thirty schools located in disadvantaged areas attended this workshop which was planned by Mr. Anthony Nunn and Mr. David Rappoport, Consultants, Guidance and Counseling, Specially Funded Programs. (Exhibit 293)

- NDEA Guidance Institute, University of Southern California
  Individuals on leave from position in secondary schools completed a one-year graduate-level training program leading to a counseling credential. Several of the members who received this intensive training are currently assigned to schools located in disadvantaged areas. (Exhibit 282)

- Cooperative planning with personnel from the University of Southern California enabled counselor trainees enrolled in the NDEA yearly institute program to visit school campuses to observe variations in the behavior of pupils from different sub-cultures. Visits were followed by seminar discussions to interpret the cultures of the various groups observed.

- The interpretation of the special needs of disadvantaged and minority youth was presented as part of the in-service education of personnel assigned to the counseling offices.

  . Orientation - Assistant Counseling and Advising. A workshop annually planned for personnel newly assigned to the counseling office. (Exhibit 294)

  . Coordination of Guidance - Problems of Assistant Counselors and Advisiors. Four workshops established for interested personnel during the summer 1966 and the first ten weeks of the fall semester 1966-67. (Exhibit 291)

  . Clinic for New Head Counselors. Meetings for all new head counselors scheduled throughout the year on school time. (Exhibit 295)

. Counseling Technique. A year's training workshop for counseling personnel who have been recommended by the principal for participation in the intensive training provided. (Exhibit 296)

- Institute Programs - 1965-66

. October-November 1965 - Joint Planning for Children Having Emotional Problems, planned jointly with the personnel from the School Guidance Center and held at the various facilities of the School Guidance Center and its Branches. (Exhibit 297)

. November 1965 - Management and Education of Educationally Handicapped Students, presented by Dr. Alice C. Thompson at at California State College at Los Angeles. (Exhibit 282)

The recent Head Counselors' Examination attracted a large field of candidates (Exhibit 298). Assignments are now made in rank order from the eligible list and are on a Districtwide basis (Exhibit 299).

The "Plans for Progress" seminar was provided through the University of California Extension Division for 50 high school counselors. This three-week vocational guidance institute was devoted to a study of employment opportunities for minority youth. (Exhibit 300)

A Youth Motivation Planning Committee, composed of representatives from "Plans for Progress" companies and School District personnel, has been formed. Pilot programs are scheduled for two high schools in March 1967. These programs will involve task forces of minority representatives from industry, who, it is hoped will be able to raise the vocational aspiration levels of Negro and Mexican-American youth in secondary schools. (Exhibit 301)

Although Directive #22 was addressed to the Personnel Division, the following action was taken relative to the selection of counselors.

A. The training and Experience Committee for the High School Head Counselor's Examination, Spring 1966, evaluated the procedures involved in the examination and made recommendations for their improvement. (Exhibit 302)

B. The Secondary Guidance Council reviewed the recommendations of the Training and Experience Committee and made additional suggestions which modified the examination to place greater weight on successful experiences while serving as a member of the counseling staff. (Exhibit 303)

Re Directive #24:
As parent-school relationships are an integral part of the on-going school program, there have been intensified efforts for school personnel to communicate with parents of educationally deprived students through informational bulletins, PTA meetings, orientation meetings, open house activities, and individual contacts made by telephone or personal conferences. In matters relating to Guidance and Counseling, close home contacts are constantly encouraged.

A. Distribution of three brochures: Guidance Through the Years (Elementary, Junior High School, and Senior High School) Exhibit 304)

- In secondary schools the appropriate brochure was distributed to each incoming B7 and B10 student during the 1966 Spring semester. Limited budget did not permit its reprinting for distribution at the beginning of this school year.

B. Evening Counseling Phase of the School-Community Opportunity in Education (Locally-funded compensatory education program).

- The purposes of Evening Counseling are to provide additional counseling services to students, to change attitudes toward school by improving communication with parents from lower socio-economic communities, and to offer counseling to parents who cannot be reached during the regular school day. This program was made available in eight junior high schools and seven senior high schools.

C. Cooperative Planning with Special Programs of Neighboring Universities

- Educational Opportunities Program, University of California at Los Angeles. Memorandum to all schools requesting cooperation in recruiting students for the program who might not otherwise be able to attend a college or university. (Exhibit 305)

- Upward Bound. Participation by schools in recruitment of disadvantaged students to attend an eight weeks residental summer program (1966) and follow-up during the year (Exhibit 306).

  . University of California at Los Angeles

  . Occidental

  . Marymount

D. Federally Funded Programs.

The impact of the federally funded programs on providing equal educational opportunities for disadvantaged pupils is described elsewhere. It should be pointed out that a great deal of time and effort of the staff of the Secondary Guidance and Counseling Section has been spent in developing policies and procedures that would insure the integration of the special programs into the regular counseling program of the schools.

- Group Counseling

- SAC Counseling

- SOC Counseling

- Consulting Counseling

  . Education and Guidance Counseling

- Dropout Guidance Center Counseling

- Exploratory Work Experience Education

Identify students of low verbal ability who may be more capable than present tests reflect, and emphasize that measures of academic ability be interpreted in light of all facets of a pupil's potential.

A. In-Service Training.

- On a district-wide basis, Dr. Clarke Cosgrove, Assistant Director, Measurement and Evaluation, made presentation to counseling personnel about district and state testing grograms including test interpretation. (Exhibit 307)

  . Workshop for Assistant Counselors and Advisors newly assigned to Counseling Offices, September 1965 and 1966. (Exhibit 294)

  . Clinic for New Head Counselors, April 1966. (Exhibit 308)

  . Head Counselors' Meeting, March 1, 1966 (Exhibit 309)

  . Senior High School Counselors, September 6, 1966 (Area C and D) and September 8, 1966 (Area A and B). (Exhibit 310)

- Counselors Training Workshop.

  . In order to adapt the training to meet the particular needs of counseling personnel in our secondary schools, the training formerly provided through cooperative planning with Los Angeles State College was converted into a workshop sponsored by the Guidance and Counseling Section. In this way it was possible to stress methods and techniques of identifying student potentials other than that of using standardized tests. (Exhibit 296)

- Telescoped Training Workshop

  . A workshop for university trained psychometrists was held to provide specific training in test interpretation adapted to the special needs of the schools represented by the participants. (Exhibit 311)

B. Psychological Services.

- A review of the case studies completed by the psychological staff indicates that the demand for the individual assessment of the potential of pupils who are non-English speaking or who come from a bi-lingual background has increased during the past year. (Exhibit 282)

MISCELLANEOUS. Activities which do not specifically fall into one of the recommendation categories are summarized below.

A. College Advisement. College Advisement meetings were increased in 1965. In addition to the two meetings scheduled in each Secondary Area, two additional meetings directed to serve students in the central area were held at Manual Arts High School.

B. Scholarships. Greater emphasis has been given by individual schools to assist students in obtaining scholarships. These efforts were strengthened by the scholarship program of the Mid-City Principals' Committee. The Secondary Division cooperated with many community groups to bring scholarships to students in schools where great concentrations of financial need exist. These schools are located primarily in the poverty areas. Three notable programs were:

- Sears-Roebuck Foundation Scholarships: fifteen, $300 scholarships (Exhibit 312).

- Southern California Gas Company's Metropolitan Division Scholorships: nine, $250 scholarships (renewable). (Exhibit 313)

- Dearden's Department Store Scholarships: three, $800 scholarships for male students of Mexican-American descent. (Exhibit 314)

C. Scholarship Candidates: It is significant to note the numbers of finalists and semi-finalists in two competitive national scholarships programs.

- National Merit Scholarship Program

Semi-finalists:

Belmont - 4	Los Angeles - 5
Banning - 1	Washington - 2
Dorsey - 2	

- National Achievement Scholarship Program for Outstanding Negro Students

Finalists:

Belmont - 1	Los Angeles - 8
Dorsey - 1	Manual Arts - 3
Jefferson - 2	Washington - 2
Jordan - 4	

D. College Aptitude Testing. Three additional schools which serve predominantly minority populations were made available as testing centers for the College Entrance Examination Boards Scholastic Aptitude Test. In addition, arrangements were made with the CEEB to waive payment of test fees for students whose counselors made recommendations based upon limited financial resources of students.

E. Part-time Employment for College-Bound Students. Counselors and Work Experience Coordinators cooperated in a job placement program with the Los Angeles Post Office. Approximately 250 college-bound students obtained part-time employment which was to be continued after enrollment in college. Most of these students were from disadvantaged areas. (Exhibit 315)

F. Distribution of Instructional Materials. In cooperation with the Free Materials Committee and Dr. Betty Ellis, Supervisor, Measurement and Evaluation Section, the following materials were distributed, largely in class sets, to be used to help raise the aspirational level of disadvantaged youth.

- At Work in Industry Today, Management Development and Employee Relations Services, General Electric Company, Schenectady, New York, publication No. ERC-41. (Exhibit 316)

- You Too Can be a Winner, Merit Employment Council of Greater Los Angeles and Plans for Progress companies, Systems Development Corporation, Santa Monica, California.

A. Each college administers a diagnostic test to all entering freshmen students. One of the purposes of these tests is to identify students whose academic achievement is low. Once identified, these students are provided with special counseling to guide them into courses and curricula best fitted to their needs.

Special counseling services have been recognized as necessary support for minority adult schools. Being able to deal with the myriad of problems created by the traditional minority and low-economic self-effacing psychology is a pre-requisite for placing adults in appropriate educational and training programs. No minority-based adult school is without additional counseling service -- both from the hourly rate on-going budget support and from federal aid.

Specifically, it is hoped to increasingly emphasize counselor training in human relations. Since adult education counselors are mostly part-time employees and many have other commitments to occupy their time, in-service training for the group is difficult to accomplish. Fortunately, recruiting procedures encourage successful teachers of adults to go on into counseling. Successful adult education teachers relate well to the individual student.

They are able to sense problems, deal with them, work around them, and provide successful learning experiences. Thus, new counselors are able to adjust quickly to their roles. Subsequently, administrators attempt to utilize minority group counselors where they may be of value and have been largely successful in the past two years.

Personnel assigned to full-time adult education counseling roles participate in active in-service programs. Quite often the counseling tasks fall to the adult school vice-principal. In-service sessions (Exhibit 317) occur once per month for vice-principals, and discussions about counseling procedures occupy most of that time though only two sessions dealt specifically with that subject during the past year. One meeting was entitled "Sensitivity" and was conducted by Dr. MacLeod of UCLA to emphasize the need for human understanding in today's society. (Exhibit 318)

The full-time Community and Educational Advisement Specialists, (Exhibit 232) who serve ten adult schools as part of the EOA Community Action Program, and the 22 part-time Dropout Guidance Counselors funded through provisions of Elementary-Secondary Education Act participate in active in-service programs which are mandated by provisions of the federal projects providing the support.

Numerous adult schools - those standing to benefit most from human relations orientation - have required all counseling personnel to participate in intermittent training sessions. As Donald Pennington, Principal of Manual Arts Adult School, states:

> "The counseling staff (at Manual Arts) strives to come in contact with current student problems rather than future problems. Close working relationships have been maintained with our students. School counselors are kept aware of the culturally underpriviledged student and of the special problems of families on relief. It is felt that to be a successful counselor, a candidate must meet the following criteria:
>
> A. Ability to work cooperatively with others
> B. Mature personal adjustment
> C. Capacity for inspiring confidence and establishing rapport readily
> D. Flexibility and adaptability
> E. Sense of humor and enthusiasm
> F. Willingness to work beyond the call of duty"

In culturally deprived areas, educational counseling and the development of sound human relationships are largely dependent upon demonstrating that the institution known as "the school" is concerned and interested in the welfare of its students. Welfare depends upon work and job placement.

Increasing emphasis upon vocational counseling has been necessary. In the ten designated poverty area adult schools an additional five hours vocational counseling per week is being offered by vocational counselors selected from the ranks of California State Employment Service counselors - in particular those from the California State Employment Office nearest the adult school. (Exhibit 232)

During 1966, Mr. Ruby Tyson, Los Angeles City Schools Advisement Service Counselor, conducted a pilot study to determine the effects of group vocational counseling at Fremont and Jefferson Adult Schools. Findings indicated that the minority students in attendance wanted to talk about employment problems, were anxious to improve their self-images, and needed guidance in making job selections. Though vocational aspirations were high, they were not generally unrealistic. Mr. Tyson has continued his work this year by conducting an experimental class in "Vocational Guidance" at both Fremont and Manual Arts Adult School. (Exhibit 319)

In conclusion, it should be observed that all adult counseling procedures are coordinated, developed, and evaluated through the Adult Education Guidance Council, (Exhibit 320), a working part of the Los Angeles City Schools Inter-Divisional Guidance Committee. Chaired by Mr. James Derksen, Principal of Van Nuys Adult School, the committee participates actively in developing recommendations for general adoption. Most members of the council have participated in human relations and/or "sensitivity" workshops during the past two years.

Ad Hoc Recommendations specifically requested that adult education participate in a program to reach parents of educationally deprived students. The prime source of meeting the recommendation has been through the parent-child pre-school program. Successful in approach for over ten years, classes permit parents and children of pre-school age to attend class together. Parents observe their children in action, playing together, learning together and learn in turn by their observations and through regularly scheduled discussions with a well-qualified leader. This method is the precursor to Project Headstart though the latter does not involve the parent in-depth. An overview of the Los Angeles Adult Parent Education Program is included in (Exhibit 321) and illustrates the diversity in approach expanding from pre-school to high school graduation years. During the Ad Hoc period over 520 parent education classes served over 10,000 parents and/or children. These classes were offered largely in branch locations to alleviate travel problems of parents. (Exhibits 322 BB and 323 CC identify some of the "Child Observation" classes implemented during the report period.

A typical program for parents of deprived children was described by Mr. Edward Alberts, Principal of San Fernando Adult School, as follows:

"Parent education courses designed to meet the needs of parents of educationally deprived students, offered in locations near where they live, are:

1) "Child Development" for Spanish speaking parents if offered at (Las Palmas) playground.

2) "Child Development" is also offered at the playground in (San Fernando Gardens) housing project.

3) "Adolescent Age Problems" class is offered at the Interfaith Center of the housing project.

4) A lecture series for adults to help their children learn to read has been offered at local junior high schools (MacClay, Pacoima, Sepulveda, Sun Valley). (Exhibit 324)

The many courses designed to help educationally deprived adults will indirectly be of value to the children as well. As parents attend school and learn, so will the children."

Two proposals funded through Title I of ESEA have reached parents directly. A parent education project has funded 45 classes for high school parents to discuss school and community problems. In addition, 32 part-time "dropout" counselors reported 620 parent conferences during the 1965-66 School Year - commendable in that dropouts, particularly hard core dropouts, usually have little regard for parental involvement. Seventy-seven percent of those counseled - well over 1,000 to date have continued or remained in school.

Adult schools have traditionally been aware of the necessity for cordial public relations with their communities. Because adult education programs are voluntary, providing what is wanted and what is needed are prerequisites to satisfactory enrollment ratios. An informed community, continuous liaison of information and clarification of program objectives are constant goals for adult administrators.

To indicate the breadth and scope of community interaction, this partial list compiled from suggestions remitted by adult schools is presented:

Advisory Committee - Operation Shut-In
Army Service Center
Benjamin Rush Center
Board of Directors - Synanon
Boy Scouts of America
Buddhist Temple
California State Employment Service
California Data Process Association
Chambers of Commerce (numerous)
Cheviot Hills Playground
Coordinating Councils (numerous)
Department of Parks and Recreation
Department of Community Services
Fair Housing Council
Gardena Valley Youth Council
Hollywood Committee on Aging
Israel Levin Center
Kiwanis Clubs (numerous)
League of Women Voters
Lions Clubs (numerous)
Los Angeles City Housing Authority
Los Angeles County Probation Department
Los Angeles Fire Department
Las Rienas Girls Club
Mar Vista Gardens Recreation Facilities
Men of Tomorrow
NAPP
Nazareth House
Neighborhood Campfire Girls
Newmeyer Foundation
NYC
Pacific Community Center
Pacoima Negro Ministerial Association
Project Action
PTA's (numerous)
Reddick Youth Center
Robertson Recreation Center
South-Central Inter-Agency Committee
Teen Posts (numerous)
Toy Loan
Venice Health Center
Venice Recreation Center
Venice Planning Committee
VOICE
Welfare Planning Councils (numerous)
Westside Industry-Education Council
Women's Job Corp
Workman's Circle
Youth Opportunity Centers, etc.

During the pre-school in-service meeting (Exhibit 325) for all adult teachers and administrators, an audience of some 2,500 people witnessed the community emphasis for the 1966-67 School Year as a panel of four related their views on the role of adult education. Panel members were:

John Anson Ford, Adult Education Advisory Committee
Miguel Montes, California State Board of Education
Max Mont, Los Angeles County Federation of Labor
Marnesba Tackett, U.C.R.C.

In addition, it has been the practice to call upon prominent community members from all ethnic and racial backgrounds to advise adult schools, to speak to students, or to serve as members of advisory committees. The following people represent a small segment of those chosen for their neighborhood leadership. (Exhibit 326)

Rosemary Allison, League of Women Voters
John Arguelles, Superior Court Judge
Maxwell Benton, California Taxpayer's Association
John P. Bertram, Avalon Savings and Loan
Wesley Brazier, Los Angeles Urban League
Francisco Bravo, Director of Bravo Clinic
Reynaldo Carreon, Pan-American Medical Eye Group
Betty Clifford, N.A.P.P.
Ernest Debs, Los Angeles County Supervisor
Rev. Douglas Fitch, Epworth Methodist Church
Al Haener, V.A.W.
Edward Hall, Lockheed Corporation
Rev. Antonio Hernandez, Cleland House
Rev. Edward Hill, Mt. Zion Missionary Baptist Church
Norman Houston, Golden State Life Insurance
Opal Jones, N.A.P.P.
Abbott Kaplan, U.S.L.A. Extension
Vierling Kiersey, Coast Federal Savings and Loan
L. W. Larsen, Airesearch Manufacturing Company
Ignacio Lozano, Jr., "La Opinion"
Arnold Martinez, Field Deputy for Supervisor Debs
William McCarter, California State Department of Employment
Ferdinand Mendenhall, "Van Nuys Greensheet"
Paula Menkin, League of Women Voters
Robert O'Donnell, United California Bank
Ben Scott, California Board of Education
Norman Sopp, Businessman
Dwight Zook, North American Aviation
etc.

School nurses voluntarily have participated in Spanish classes to increase their abilities to communicate with Spanish-speaking families. In-Service Spanish classes have been provided for staff nurses throughout the District at levels commensurate with the language background of the participants. (Exhibit 327)

Health Services Branch forms which have been developed in Spanish to facilitate communication with Spanish-speaking parents cover such areas as corrective physical education, pediculosis, health history, emergency information, and poliomyelitis immunization record. (Exhibit 328)

Cooperative and augmented child welfare and attendance services were provided to children in 21 elementary schools in relation to ESEA funded projects. The reduced norm resulting from this extra service time resulted in increased "early identification of children's problems, reduced unexcused absence and tardiness, increased possibilities for effective screening, referral and follow-up and for continuity of service." (Exhibit 26, pg. 58)

The Measurement and Evaluation Section has developed and implemented a plan for pupil scheduling into junior and senior high school classes by means of computer. (Exhibit 271) This work indirectly assists school counseling staffs by freeing them for the more direct guidance work they may not otherwise have time to do. The Section has conducted several investigations (Exhibits 329-330) into the relative merits of so-called "culture-fair" intelligence test, none of which has been found to yield results any different from those usually obtained.

The Advisement Service is a specialized testing and counseling agency (Exhibit 331) of the Los Angeles City Schools serving the high schools, junior colleges, and adult evening schools (Exhibit 332) throughout the system. Through its highly trained staff, consisting of vocational counselors (Exhibit 333), psychometrist, and a vocational information specialist, intensive educational and vocational counseling services (Exhibit 334) are offered which supplement (Exhibit 335) the other guidance services provided within each school.

The combination of a specially trained staff, extensive testing facilities, and a vocational information library is available to assist students who have unusually acute or complex problems of vocational choice who need help in the selection of suitable training programs to prepare them for useful and satisfactory employment. (Exhibit 336) Students using these services include the physically, mentally, and emotionally handicapped referred by the Office of Student Rehabilitation. Counselors in the high schools and junior colleges send selected cases that they feel would be especially benefited by this counseling. (Exhibit 337) The Advisement Service staff also counsel veterans and war orphans referred by the Veterans Administration. (Exhibit 338)

Our counseling is directed toward helping clients make decisions (Exhibit 339) which will directly lead them into vocational training. (Exhibit 340) Many of our handicapped clients (Exhibit 341) will enter a vocational rehabilitation program under the California Vocational Rehabilitation Service.

Most of our veterans and war orphans enter directly into vocational training programs in the trade schools, junior colleges, and other local training facilities. Many of the junior college students we counsel change from an academic program to the two-year terminal program.

Referrals from the high school counselors may be from any level of ability, and range in interest from those who wish to enter employment immediately to those who are headed toward a program of graduate studies. Our staff is committed to an interest in the human relations aspects of counseling and sustains this interest by a continuous in-service (Exhibits 342 and 343) training program in this and related areas. (Exhibit 345) The Section is aware of the strengths and limitations of psychological testing and the significance of socio-economic status in educational planning. It has pioneered in the use of so-called "culture-fair" tests, and have tests that can be used by the functionally illiterate and bilingual person without marked mismeasurement. Our entire counseling process places emphasis on personal counseling and the dignity of the individual. (Exhibits 346 and 347)

Section service uses careful selection of top professional personnel who are able to relate to others. (Exhibit 348) Staff works extensively with the potentially disadvantaged and some members have come from these origins. Two staff members speak fluent Spanish, and one other sufficient Spanish to communicate. In addition, several other languages such as Yiddish can be spoken. All high school student clients are encouraged to invite their parents in for conferences, and one fifth do so at present. In addition, several cooperative programs are on-going in Adult and Junior College Education. (Exhibit 349)

A significant number of Los Angeles school pupils are relatively under-developed in verbal skills, although the majority are normal or above in general intelligence. In order to obtain more effective measurement of these youngsters, use is made of a number of so-called non-verbal tests of intelligence as well as anecdotal material based on careful interviewing. Awareness exists of the middle-class origins of common I.Q. tests and the emphasis by them on academic vocabulary and reading ability. To minimize these effects such measurements are used as the Progressive Matrices, Oral Directions tests, Picture Vocabulary, and other "non-verbal" tests.

The reference form for evaluating the experience and professional growth of applicants for the position of High School Counselor developed by the Personnel Division (Exhibit 350) includes as an item "success in individual counseling". This refers to skill in solving adjustment problems of pupils, warm sympathetic approach in working with pupils, teachers, parents and other community representatives.

The reference form for the position of High School Counselor (Exhibit 298) also includes an item dealing with "success in working with parents" which deals with the ability to counsel with individual parents or other members of the community and skill in interpreting the guidance program to parents or other groups in the community.

For the position of Counselor in the Elementary Division, one of the desirable qualifications listed in the examination announcement is "sympathetic and warm approach in working with children, teachers, principals, and parents". It also lists as a desirable qualification that people in these positions have "ability to work effectively and cooperatively with colleagues and school and community agencies." (Exhibit 351)

The reference form for evaluation of training and experience for Coordinating Counselor, Elementary Division, asks for an evaluation of "success in community activities" which includes successful participation in community activities and the ability to enlist community support and participation in the educational program of the school. (Exhibit 352) The reference form for evaluation of training and experience for Elementary Counselor (Exhibit 353) includes an area identified as "Success in Counseling Activities" in which an evaluation is made of the interest in adjustment problems of pupils, the warm sympathetic approach which is necessary in working with children, teachers, parents and other community representatives. An evaluation is also requested regarding "Success in Working with Parents" (The Community).

At the secondary level, the announcement of the examination for High School Counselor (Exhibit 298) lists as a desirable qualification the "ability to interpret school guidance policies and procedures to children and other members of the community.

DIRECTIVE NOS. 26 & 27 - COMMUNICATIONS

26. That administrators be urged to develop bulletins which are more meaningful to the general public, and more interesting in format, especially when they are intended to be sent home, and that Spanish or the other language be used in the appropriate areas.

27. That administrators in the Central Offices and in the separate schools solicit the assistance of the press and other media of mass communication to take a more positive responsibility for disseminating school information, and that an increased effort be made to involve neighborhood papers in order that they may assist in giving information about neighborhood schools. It is also hoped that coordinating councils, ministers and other community leaders will take time to learn the facts and will pass on important information to those who need such assistance. Teacher organizations are urged to assist their members to understand school policies and to take full advantage of the many procedures which protect their rights.

The School Community Relations consultants have helped administrators in schools where there has been a problem in connection with foreign language, namely, Spanish, to translate bulletins and letters to be sent out to community people for better understanding. This has been especially true in the elementary schools where the Spanish speaking teacher may not always be present (Exhibit 354).

The School Community Relations consultants have had the responsibility to make contacts with local newspapers to encourage publicity and information about on-going programs in the local schools. They have been present at coordinating councils, teachers' groups and parent groups to give out information and provide resource assistance (Exhibit 355).

The role of the Public Information Office is of a supplemental or service nature to operating divisions and other segments of the school system. One of its tasks is to communicate to employees and to the community the great variety of activities and programs conducted by schools and offices in implementing provisions of the directives on equal educational opportunities.

Through its staff personnel, the Public Information Office has maintained a steady flow of news releases and other informational material to established printed and electronic news media, both local and national.

Illustrative of the kinds of informational material disseminated in relation to the Ad Hoc Directives have been news releases in the following general categories:

A. Availability of out of district permits for both elementary and secondary schools: (Exhibit 356)

Permit Policy Announced for Junior, Senior Highs, 11-19-65 (Exhibit A1), Elementary School Transfers Available for Spring Semester, 11-26-65 (Exhibit A2), Report Number of School Transfer Permits Issued, 2-11-66 (Exhibit A4), Transfer Permit Periods Announced for L.A. Schools, 11-18-66 (Exhibit A7).

B. Compensatory education plans, classes, and related activities: (Exhibit 357)

School District to Request Project Planning Team, 11-8-65 (Exhibit B1), School Board Approves "Reading Excellence" Program, 12-6-65 (Exhibit B3), State Board Approves Los Angeles Compensatory Projects, 12-10-65 (Exhibit B4), Board Approves Broadening College Work - Study Program, 12-23-65 (Exhibit B5), Federal Funds Accepted (1-10-66) and Allocated (1-17-66) for Classroom Construction (Exhibits B6 and B7), City School Board Approves Opening 41 Elementary School Libraries, 1-28-66 (Exhibit B8), School Board Approves Summer Prep Schools, (4-29-66 (Exhibit B10), City Schools Seek Volunteers for Head Start Classes, 6-24-66 (Exhibit B14), City Schools Seek Funding for Three Experimental Educational Projects, 9-2-66 (Exhibit B20), Board of Education Approves Neighborhood Youth Corps Program, 9-15-66 (Exhibit B22), School Board Expands Proposed Mid-City Education Project, 12-22-66 (Exhibit B27).

C. Implementation of work training programs available under provisions of the Manpower Development and Training Act and with local funding: (Exhibit 358)

School Board Approves Opening Skill Centers, 2-11-66 (Exhibit C1), Job Skill Center Planned for East Los Angeles, 4-29-66 (Exhibit C4), Watts Job Skill Center Approved by Board, 5-2-66 (Exhibit C5), City Schools Open Three Job Skill Centers, 6-15-66 (Exhibit C7), City Schools Seek $5.69 Million for District-Wide M.D.T.A. Program, 8-18-66 (Exhibit C9).

D. Opportunities available for upgrading abilities and skills through adult education program: (Exhibit 359)

Adult Basic Education Classes Expanded, 2-25-66 (Exhibit D1), School Board Approves Doubling of Training Program, 5-20-66 (Exhibit D4), Federal Funds to Support 7 Adult School Programs, 7-1-66 (Exhibit D6), School Board Approves Downtown Training Center, 7-28-66 (Exhibit D8), Basic Education Classes Scheduled This Fall for 1400 Adults, 8-29-66 (Exhibit D10), Unique Adult Education Program Trains Home Health Aides, 10-21-66 (Exhibit D11), Unique Adult Education Class Offered for Parents of School Age Children in East Los Angeles (10-31-66), in South Central Los Angeles (11-23-66), and in the San Fernando Valley (12-19-66), Exhibits D-12, 13, 14.

E. Promotions and appointments for individuals of minority group background: (Exhibit 360)

Veteran Teacher Named to Head City Schools' Tutorial Program, 11-2-65 (Exhibit E1); City Schools Appoint School-Community Coordinators, 4-1-66 (Exhibit E2); Name Director of Skill Center Program, 6-30-66 (Exhibit E3), Directors Named (7-1-66) for Skill Program: Watts Facility, East Los Angeles Job Skill Center, and Pacoima Job Skill Center (Exhibit E4, 5, 6).

F. Special events, studies, reports, projects, conferences: (Exhibit 361)

Superintendent. . . on McCone Commission Report, 12-10-65 (Exhibit F3); Estimated Costs of McCone Commission Recommendations, 1-14-66 (Exhibit F6); City School Board Studies (12,23-65), Approves (12-27-65) Bill of Rights Study Trips (Exhibits F4, 5); Student Seminars To Study Bill of Rights (2-18-66) included Jordan High Students (3-14-66), Manual Arts Students (4-18-66) and Washington High Students (4-25-66) (Exhibits 7, 9, 12, 14); New State Board Member to Visit East Area Schools, 3-11-66 (Exhibit F8); 1500 Mid-City Students to Attend Career Scholarship Conference, 3-17-66 (Exhibit F10); Los Angeles City Schools Seek Special Manuscripts, 4-19-66 (Exhibit F13); Career Conference for Mexican Youth, 4-29-66 (Exhibit F15); Opera Star Ella Lee to Honor Jefferson High School, 5-27-66 (Exhibit F18); Manual Arts High Students Win Scholarships, 5-27-66 (Exhibit F20); Human Relations Awards for School Coordinators, 6-7-66 (Exhibit F22); Roosevelt High Human Relations Club Concludes Successful Semester, 6-10-66 (Exhibit F23); Los Angeles Times' Staff Presents Pulitzer Award to Jordan High, 6-17-66 (Exhibit F25); Congressman to Attend Pacoima (7-6-66), Watts (7-21-66) Skill Center Opening (Exhibits F26, 27); Books Donated to City School Libraries, 8-11-66 (Exhibit F31); Teachers Call Watts Area "Get Acquainted" Program Success, 9-13-66 (Exhibit F32); School Volunteer Orientation Meeting, 10-4-66 (Exhibit F35); L.A.'s Disadvantaged Students Helped by Booksellers Group, 11-22-66 (Exhibit F36).

Though most of the formal communications to the public take the form of news releases, an employee newsletter (Exhibit 362) keeps certificated and classified personnel up to date on events of major interest within the school system. Issues of Spotlight have provided particulars on such AD HOC related items of immediate concern to employees as junior college growth (Exhibit G1), Federal Impact survey and McCone Commission Study (Exhibit G2), Tele-classes (Exhibit G4), Libraries for Elementary Schools (Exhibit G5), Testing in Los Angeles (Exhibit G8), Renewal Sought of ESEA Programs (Exhibit G9), Tax Limit Questions and Answers (Exhibit G12), the Volunteer Program (Exhibit G13), and the Teaching of Values (Exhibit G15).

For the information and reference of administrators of elementary schools, title, incumbent's name and work location of administrative elementary

school personnel (by areas) for the 1966 fall semester were prepared and distributed by the Division Head on December 5, 1966 (Exhibit 363). Informational leaflets, prepared by the Division of Instructional Services on various phases of elementary school curriculum, have been forwarded with pupil report cards to parents. Exhibit 334 includes such areas as reporting pupil progress, kindergarten, homework, patriotism, art, music, child welfare, and attendance.

Special progress report forms informative to parents, have been developed for kindergarten, grades 1 and 2, grades 3 to 6, and special training. These forms provide additional detail regarding pupil progress in the subject taught (Exhibit 365).

Informative communication in Spanish relative to the Reception Room program was developed by several schools (Exhibit 366 and 367).

Developing bulletins and fliers which are meaningful to the public evokes some difficulty when bi-lingual communities are being invited back to school. Adult schools thrive on publicity. Good publicity is a standard source for community information. As expressed by Mrs. Luella Card, Principal of Garfield Adult School:

> "Writing in the fliers is intended to be simple, concise, and informative so that contents or messages can be absorbed in seconds. Attempts are also made to catch the eye and capture the interest of the reader. The inclusion of too much information is avoided since fliers are aimed at people who probably do not read much or very well." (Exhibit 368)

The bi-lingual problem must be confronted when foreign speaking students enter school. Quite often materials printed in the prevalent foreign language(s) is useful (Exhibit 369).

The Los Angeles metropolitan newspapers have cooperated generously in telling the adult education story. Articles by Dick Turpin and Jack Jones of the Los Angeles Times and Susan Ellis and John Bilby of the Los Angeles Herald-Examiner have appeared during the past school year (Exhibit 370).

In addition, reports in local community presses which serve specific neighborhoods (Angeles-Mesa News Advertisor, Belvedere Citizen, The Eagle, Gardena Valley News, La Opinion, Los Angeles Tribune and Gazette, San Pedro News-Pilot, Southwest Wave, and Van Nuys Greensheet, to name but a few), spot radio and television announcements concerning adult education classes are further evidence of cooperative public service. Among the stations and channels cooperating are:

Radio		Television	
KALI	KLAC	KABC (2)	KMEX (34)
KDAY	KSURF	KCET (28)	KNBC (4)
KFAC	KWKW	KCOP (13)	KTTV (11)
KGFJ			

Adult education sponsored lessons in "California History and Government", "Conversational Spanish", Modern Math for Parents", and Family Finance" have provided additional television exposure for the adult program via KCET (28) and KTTV (11) as have "Escuela KMEX" and Guidelines via Channels 34 and 7 (Exhibit 374).

Speeches by staff personnel to faculty groups, PTA meetings, service clubs, and liaison activities with community agencies have served as a communication medium to improve understandings between school and community (Exhibit 26, pp. 20-22).

EXHIBITS

Directive #1

Exhibit 1 — Agenda, Educational Aides Committee, December 13, 1966.

Exhibit 2 — "California Laws and Policies Relating to Equal Opportunities in Education," California State Department of Education, 1966.

Exhibit 3 — Program, "National Conference on Education of the Disadvantaged," Washington, D. C., July 19, 1966.

Exhibit 4 — "Trends in Size of Elementary School Classes," Division of Elementary Education Memo No. 19, April 25, 1966.

Exhibit 5 — "Mid-City Secondary Education: An Area Concept" (Abstract) December, 1966.

Exhibit 6 — "Participation in the Elementary and Secondary Education Act, Public Law 89-10 Title III," December 22, 1966, a report to the Board of Education.

Exhibit 7 — "Summer School Program - July 1 Through August 12, 1966" Division of Secondary Education Bulletin No. 15, April 15, 1966.

Exhibit 8 — "Secondary Summer Schools and Principals - 1966," Division of Secondary Education Reference List No. 7, January 18, 1966.

Exhibit 9 — "1966 Summer School Honors Classes and Enrichment Workshops," Division of Secondary Education, Special Programs of Education, March, 1966.

Exhibit 10 — "1966 Junior High School Summer Honors Classes and Theater Arts Workshop," Division of Secondary Education, Special Programs of Education, March, 1966.

Exhibit 11 — Booklet, "Leadership Training Workshop," California Association of Student Councils, District 20.

Exhibit 12 — Letter all senior high school principals, re. C. A. S. C., District 20 activities, September 14, 1966.

Exhibit 13 — "Funding of Week-End Camp Experience for Certain Secondary Pupils," December 23, 1965, a report to the Board of Education.

Exhibit 14 — "Youth Ralley Commemorating the Role of the Negro in American History," Division of Secondary Education, February 1, 1966.

Exhibit 15 — "Los Angeles City Schools' Participation in Law Day 1966," Division of Secondary Education, March 22, 1966.
Program, "Youth Symposium Forums" at U. S. C., April 30, 1966.

Exhibit 16 — "Spotlight" Newsletter - comment concerning Law Day Program, April 20, 1966.

Exhibit	17	Survey - Residence of Pupils Attending Adult Occupational Training Center - February, 1967.
Exhibit	18	Schedule of Classes, Spring, 1967, for Jordan Adult School.
Exhibit	19	Schedule of Classes, Spring, 1966, for Los Angeles City Adult Schools.
Exhibit	20	Schedule of Classes, Fall, 1966, for Los Angeles City Adult Schools.
Exhibit	21	Bulletin listing classes sponsored by Lincoln and Wilson Adult Schools, Spring Semester - 1966.
Exhibit	22	"Adult Education Classes, Day and Evening, 1965-66."
Exhibit	23	"Know your Students - The Initial Step for Teachers of Adults" by Robert W. Rupert.
Exhibit	24	Letter concerning "Adult School Class Project" at Roosevelt Adult School, November 21, 1966.
Exhibit	25	Manual (Personnel) Transfer Policy, September, 1964.
Exhibit	26	"1965-66 Annual Report of the Child Welfare and Attendance Branch," (see page 14, staff members on leave).
Exhibit	27	Correspondence, Auxiliary Services personnel on leave, February 20, 1967.
Exhibit	28	Correspondence, Health Services Branch, "Second Information Report," January 13, 1967.

Directive #2

Exhibit	29	"Outline for Student Human Relations Committees," Office of Urban Affairs, 1966.
Exhibit	30	Minutes of the Meeting of Human Relations Council, May 24, 1966.
Exhibit	31	"Guidelines for Establishing Human Relations Units." "Principals' Checklist for Establishing School Committees on Human Relations." "School Human Relations Units," November 5, 1965. "Suggested Areas of Concern."
Exhibit	32	"Audio-Visual Material as Recommended by the Human Relations Council."
Exhibit	33	"Improving Inter-Group Relations Through Films," Abstract No. 9, Supplementary Education Planning Center (For Committee Use Only).

Exhibit	34	Minutes of the Meeting of the Human Relations Council, October 17, 1966.
Exhibit	35	Progress Report: Human Relations Films and Filmstrips, October 3, 1966.
Exhibit	36	Minutes of the Meeting of the Human Relations Council, March 23, 1966.
Exhibit	37	"Leadership Training for Human Relations - Projected Two Week Workshop," Summer 1966.
Exhibit	38	Letter concerning bussing of pupils, December 2, 1966.
Exhibit	39	"Announcement of Human Relations Symposia," May 18, 1966.
Exhibit	40	Letter concerning a human relations workshop at Mark Twain Junior High School and a list of resource persons, October 6 and 17, 1966.
Exhibit	41	Letter from John A. Buggs, Executive Director, County of Los Angeles, Commission on Human Relations, concerning evaluation of selection of administrators in the Los Angeles City Schools.
Exhibit	42	Letter from Julian Nava, Co-Director, N. D. E. A. Institute in American History at San Fernando Valley State College, concerning selection of administrators in the Los Angeles City Schools.
Exhibit	43	Letter concerning a pupil's placement at a junior high school.
Exhibit	44	Letter of thanks from a parent where remedial reading classes were established at two elementary schools during the summer.
Exhibit	45	Letter explaining efforts to arrange for greater numbers of teachers from minority groups to teach in Valley schools.
Exhibit	46	Questions and answers telling how the City Commission on Human Relations could aid the schools.
Exhibit	47	Agenda for Human Relations Workshop sponsored by the Inglewood Unified School District, January 12, 1966.
Exhibit	48	"Report of the Human Relations...Equal Opportunity Task Force" (Table of Contents) Inglewood Unified School District, November 1966.
Exhibit	49	Information Kit - Action Council for Better Cities.
Exhibit	50	A list of image building material.

Exhibit 51 — Experimental---"Approach to a Human Relations Program for Junior and Senior High Schools," a publication of the Division of Secondary Education in cooperation with the Office of Urban Affairs, November 1966.

Exhibit 52 — Announcement of Selection for Position of Consultant, School-Community Relations, Office of Urban Affairs, December 13, 1966.

Exhibit 53 — Materials relating to the Simon Rodia Commemorative Watts Renaissance of the Arts, April through April 9, 1966.

Directive #3

Exhibit 54 — "Watts Teachers Pilot Project," prepared by O. E. O. Training and Development Center, California State Colleges, San Fernando Valley, Los Angeles, and Long Beach, October 17, 1966.

Exhibit 55 — "A Living Bill of Rights - Weekend Camp Experience," a report by the Division of Secondary Education, 1966.

Exhibit 56 — Program for "Prospectus for Youth" meeting at California State College at Los Angeles, April 30, 1966.

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Volunteer Services in the Los Angeles City Schools, an Informative Report to the Los Angeles City Board of Education, September 22, 1966.
Summary Report 1965-66; Tutorial Project - Tutorial Programs - School Volunteers.
Experimental - Organizational Chart for "School Volunteer Advisory Board," September, 1966.

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Exhibit 77 "Objectives for Pre-Kindergarten," Division of Elementary Education, June, 1965.

Exhibit 78 Manual - "Field Trip Laboratory," Summer Study Center - 1965.

Exhibit 79 "Evaluation - Elementary Summer Study Center Program," Office of Research and Development, 1965.

Exhibit 80 Leaflet, "Services of the 42nd Place Science Center."

Exhibit 81 Bulletin, "Extended Day Supplemental Program," September 29, 1965.

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Exhibit 83 Statement, "Elementary and Secondary Education Act Programs in the Elementary Schools," January 18, 1966.

Exhibit 84 Statement, "Suggested Criteria for Selection of Children for Pre-School Classes," February 8, 1966.

Exhibit 85 Bulletin, "Elementary Summer Study Centers," March 28, 1966.

Exhibit 86 Bulletin, "Overview of Science Program" June 27, 1966.

Exhibit 87 Booklet, "Excellent Schools Extend Achievement," September 1, 1966.

Exhibit 88 Summary, "Twenty-Two Research Findings Re. Culturally Disadvantaged Youth Supported by Information Obtained from Pre-School Critical Indicent Observation Records," May 19, 1966.

Exhibit 89 "Summary of Evaluation Reports, E. S. E. A. Title I Projects, Spring Semester, 1966."

Exhibit 90 Bulletin, "Summary of Reading Classes and Enrollment," Spring Semester, 1966.

Exhibit 91 Bulletin, "The Los Angeles City Secondary School Reading Program," June, 1966.

Exhibit 92 Bulletins, "Reading Centers," October, 1966.

Exhibit 93 Bulletin, "Summary of Reading Program - Summer, 1966," August, 1966.

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Exhibit 106 — Research study, "An Experimental Program for 'Low-Ability' Students," by Edwin A. Young, February, 1966 (a follow-up study on material presented in Exhibit 95).

Exhibit 107 — Research study, "An Experimental Program for 'Low-Ability' Students," by Ben K. Gold and Edwin Young, July, 1965 (Counseling aspects of the program described in Exhibits 95 and 97).

Exhibit 108 — "Interim Report - In-Service Training Program - Develop - Mental Studies," Fall, 1966.

Exhibit 109 — Material on Tutorial Program at City College
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2) Report, "Tutorial Project"
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Exhibit 115	Comparison of X-Ray testing programs, 1963-1966.
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Exhibit 143 — Correspondence to Members of the Board of Education concerning Ethnic and Racial Survey, August 2, 1966.

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Exhibit 156	Social Adjustment mark sensing card and bulletin explaining its use, August 29, 1966.
Exhibit 157	"Check Sheet for Proposed Expulsions".
Exhibit 158	"Some Characteristics of Students Who Withdrew During the 7th School Month, 1962-63", Ben K. Gold, April, 1963.

Exhibit 159 Memorandum, Number of pupils excluded for emotional or behavorial disorders, November, 1965-December, 1966.

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Exhibit 161 Document outlining a team medical approach at Taft High School.

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Exhibit 162 Guidelines "State - F.E.P.C. Racial and Ethnic Surveys".

Exhibit 163 Materials used by the elementary schools in conducting the State - F.E.P.C. Racial and Ethnic Surveys, October 7 through October 14, 1966.

Exhibit 164 Materials used in the Elementary Certificated Personnel Inventory, including instructions and two answer sheets. September 1, 1966.

Exhibit 165 Guidelines and instructions used in the elementary schools for the Racial and Ethnic Survey of October 14, 1966.

Exhibit 166 Instruction for the California Certificated Personnel Survey, November 28, 1966.

Exhibit 167 Memo concerning the Federal Impact Survey, October 19, 1966.

Exhibit 168 Instructions and forms used in the Secondary Schools for the Racial and Ethnic Survey of October 19, 1966.

Exhibit 169 Publication, Racial and Ethnic Survey, Los Angeles City Schools, Fall, 1966.

Exhibit 170 List showing racial and ethnic composition of professional employees in Medical Section, October, 1966.

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Exhibit 182	Memo, "Opportunity for Position of Elementary School Counselor," May 6, 1966.
Exhibit 183	Memo, "Vice-Principal Examination - Qualifications", February 25, 1966.
Exhibit 184	Memo, "Administrator Development Program - Evaluations", February 2, 1966.
Exhibit 185	Memo, "Evaluation for the Position of Administrative Assistant, Division of Elementary Education", November 15, 1966.
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Exhibit 209 "Announcement of Evaluation (Supervisor, Group III - Attendance Area). Directives 18, 19.

Exhibit 210 Correspondence between the Office of Urban Affairs and Alvin F. Fowler, Chairman, Board of Trustees, Phalanx Club, dated April 17; April 20; April 29; May 5 and November 3, 1966, and an application for the Phalanx Club Scholarship.

Exhibit 211 Minutes of meetings of Dollars for Scholars, Inc. for November 11 and November 30, 1966.

Exhibit 212 Recommendations - Sub-Committee on Alain Locke High School and related press release.

Exhibit 213 Announcement of Reading Specialists' In-Service Training Workshop, May 25, 1966.

Exhibit 214 Materials for the Reading Specialists' In-Service Workshop, August 15 through August 26, 1966.

Exhibit 215 Communication, "Planned In-Service Meetings for E.S.E.A. 1966-67," October 5, 1966.

Exhibit 216 Memorandum, "Orientation Meeting for Sixth Grade Teachers Using "Of Course We Speak Spanish", February 24, 1966.

Exhibit 217 Memorandum, "Read for Recreation Program-Summer, 1966", May 23, 1966.

Exhibit 218 Memorandum, "Registration Procedures - Read for Recreation Program - Summer, 1966", June 1, 1966.

Exhibit 219 Correspondence from Gerwin Neher and Don Perryman regarding implementing the Ad Hoc Committee's Guidelines, December 16 and 19, 1966.

Exhibit 220 Minutes of the Secondary Curriculum Advisory Council, April 25, 1966.

Exhibit 221 "A Living Bill of Rights-Weekend Camp Experience - 1966".

Exhibit 222 "General Catalog - '66/67", Los Angeles City College

Exhibit 223 Bulletin, "Proposed District Policy or Credit by Examination", November 14, 1966.

Exhibit 224	"Allocation of Adult Education Teacher Hours by Subject Fields - 1966 - 1967.
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Exhibit 234	Newspaper article carried in The Valley News and Valley Green Sheet on February 18, 1966 concerning an "English as a Second Language" class on a local television station.
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Exhibit 237	Adult Education, Course Outline, "210 Negro Histry" (No longer an experimential class).
Exhibit 238	Leaflet, "Come Back and Win", How the Adult School Helps the Dropout".
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Exhibit 240 "Materials Related to Development of Greater Appreciation of Minority Groups Aquired November 1965 - December, 1966", and "Films Implementing Ad Hoc Directives".

Exhibit 241 Bibliography, "Recommended Books on American Cultural Minority Groups for Elementary School Libraries", September, 1966, Revision.

Exhibit 242 Bibliography, "A Selected Test of Books on American Ethnic Groups for Secondary School Libraries", February, 1966.

Exhibit 243 Memorandum, "Examples of Comparative Distrabution of Nursing Time 1966-67".

Exhibit 244 "Announcement of Examination - Children's Center Teacher - Regular", continous filing.

Exhibit 245 "Announcement of Examination - Children's Center Teacher - Substitute", continous filing.

Exhibit 246 "Announcement of Examination - Secondary Vice-Principal - Boys' and Girls'", list to expire March 1, 1969.

Exhibit 247 "Announcement of Promotional Examination - Secondary Principal", list to expire March 1, 1968.

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Exhibit 248 List of Elementary Counselor Meetings 1965-66.

Exhibit 249 Summary, Elementary Counselors' Meeting, September 8, 1965 (Theme of school year 1965-66).

Exhibit 250 Summary, Elementary Counselors' Meeting, November 5, 1965 (Communication, some current thoughts).

Exhibit 251 Summary, Elementary Counselors' Meeting, January 14, 1966 (Neurological Involvements).

Exhibit 252 Summary, Elementary Counselors' Meeting, March 25, 1966 (Reading Disabilities).

Exhibit 253 Summary, Elementary Counselors' Meeting, April 1, 1966 (School Readiness).

Exhibit 254 Summary, Elementary Counselors' Meeting, September 30, 1966 (Counselors' Responsibility for the Slow Learning Child).

Exhibit 255	Summary, Elementary Counselors' Meeting, October 28, 1966 (Reading Problems and Prescriptions).
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Exhibit 258	Checklist, "Observation in Testing Situation".
Exhibit 259	"Guidelines for Placement in Classes for Educable Mentally Retarded".
Exhibit 260	"Characteristics of the Culturally Disadvantaged Child", by Millard H. Black, The Reading Teacher, March 1965.
Exhibit 261	Guidelines for administering, "Illinois Test of Psycholinguistic Abilities".
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Exhibit 263	Work Sheet, "Social Competence Profile".
Exhibit 264	"Counselors' Assignments - September 1966".
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Exhibit 268	Checklist, "Analysis Arithmetic Ability", (For committee use only).
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Exhibit 273	Chart, "Comparison of Counselor-Pupil Ratio - February 1965 - June, 1966".
Exhibit 274	Bulletins concerning College Advisement Meetings, November 14-18, 1966.

Exhibit 275 "Final Report of the Committee on Framework for Guidance Services in Los Angeles City Schools", October, 1966.

Exhibit 276 List of Standing Committees of the Secondary Guidance Council.

Exhibit 277 "A Dozen Musts - Things we Should Know", November, 1965.

Exhibit 278 "United States Academy Minority Groups Form".

Exhibit 279 "Report of Special Meetings of Head Counselors in the Designated Area", September, 1965. (Procedures for reporting period)

Exhibit 280 "Addresses and Information Pertaining to Youth Opportunity Centers", December, 1965.

Exhibit 281 "Cultural Deprivation - a Few Questions", by Austin, Ernest, Phi Delta Kappan, October, 1965 as reported in Recent Articles of Interest, November, 1965.

Exhibit 282 Communication From Murial Sheldon, Supervisor, Secondary Guidance and Counseling Section. re. "Exhibits for the Ad Hoc Committee Report,"

Exhibit 283 Guiding Today's Youth, Los Angeles County Superintendent of Schools.

Exhibit 284 Bibliography, "Social Forms and Education", June, 1966.

Exhibit 285 "You Too Can Be a Winner", October, 1966.

Exhibit 286 "Report of the Senior High School Head Counselors' Meeting - October 6, 1966".

Exhibit 287 "Report of the Junior High School Head Counselors' Meeting - November, 1965.

Exhibit 288 "Report of the Senior High School Head Counselors' Area Meeting - November, 1965".

Exhibit 289 "Report of the Senior High School Head Counselors' Meeting - May, 1966".

Exhibit 290 "Agenda, Vocational Guidance Workshop - June 20 - July 8, 1966".

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Exhibit 297	Institute Requests (5) "Tour of facilities, description of program by Parent-Teacher Guidance Center staff, group discussions," "October 21-25-28-, and November 1-4, 1966."
Exhibit 298	Announcement of Examination, "High School Counselor", list to expire October 31, 1968.
Exhibit 299	Eligible list, "Secondary Head Counselors (April 16, 1966).
Exhibit 300	"Report, Summer 1966 - University of California Extension, Los Angeles, in cooperation with the Plans for Progress Companies"- Page 97 - File copy available in Secondary Guidance Counseling Office (A-118).
Exhibit 301	Report, "Youth Motivation Planning Committee", October 26, 1966.
Exhibit 302	Recommendations of the Training and Experience Committee for the High School Head Counselors' Examination, Spring, 1966.
Exhibit 303	Recommendations of the Secondary Guidance Council concerning the Secondary High School Counselors' Examination, Spring, 1966.
Exhibit 304	Brochures, "Guidance Through the Years" (Junior High & Senior High).
Exhibit 305	Memorandum, "U.C.L.A. Educational Opportunity Program", September 30, 1966.
Exhibit 306	Information Sheet, "Upward Bound - Occidental College - 1966".
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Exhibit 308	Correspondence, "Clinic for Newly Assigned Head Counselors", March 30, 1966.
Exhibit 309	"Report of Secondary Head Counselors' Area Meetings - March, 1966".

Exhibit 310 Announcement, "Area Meetings of Senior High School Head Counselors, September, 1966".

Exhibit 311 Announcement, "Study Group in Psychological Testing and Case Study", February 15, 1966.

Exhibit 312 Announcement, "The Sears-Roebuck Foundation College Scholarship", May 2, 1966.

Exhibit 313 Announcement, "Southern California Gas Companies Metropolitan Division Scholarship Program", May 6, 1966.

Exhibit 314 Announcement, "Deardens' Department Store Scholarship", March 22, 1966.

Exhibit 315 Announcement, "Special Meeting with Post Office Department Officials Regarding Employment of College-Bound High School Seniors", March 28, 1966.

Exhibit 316 Booklet, "At Work in Industry Today", General Electric Company, N.Y.

Exhibit 317 Correspondence concerning workshops for new Adult School Vice Principals, November 12, 1965 through June 3, 1966.

Exhibit 318 "Agenda for Regular Vice Principals' Meeting, February 11, 1966 and "Sensitivity Training for Managers", by Angus MacLeod, "Empire Magazine, April, 1959.

Exhibit 319 Communication, Vocational Guidance Class for Adults".

Exhibit 320 "*Final Report of the Committee on Framework* for Guidance Service in Los Angeles City Schools," October, 1966.

Exhibit 321 Display, "Programs in Parent Education".

Exhibit 322 List, "Adult Education Program in Child Observation Classes", September, 1965.

Exhibit 323 List, "Adult Education Program in Child Observation Classes", September, 1966.

Exhibit 324 Course description, "Reading Techniques for Parents" and" What is Formula Phonics"? by Edward O. Vail.

Exhibit 325 Memorandum, "Adult Education Certificated staff Meeting Saturday, September,1966, at Los Angeles Trade-Technical College", August 16, 1966 and a letter thanking a participant in the above meeting, September 21, 1966.

Exhibit 326 Commencement programs from certain Adult Schools where community leaders spoke.

Exhibit 327 Bulletin, "In-Service Point Projects - 1965-66 - Orientation for School Nurses".

Exhibit 328 Communications to parents from Health Branch written in Spanish.

Exhibit 329 Pupil Performance on Conventional and on "Culture Free" Mental Tests, January, 1963.

Exhibit 330 Conventional and "Culture Free" Mental Tests and the Measurment of Scholastic Aptitude and Achievement, November, 1964.

Exhibit 331 Report, "Who Are We?", describing functions of the Guidance Service.

Exhibit 332 Communication, "Vocational Guidance Class for Adults".

Exhibit 333 Duty Statement, "Vocational Counselor".

Exhibit 334 "Application for Approval of Vocational Education Project, Under the Vocational Education Act of 1963, P.L. 88-210 - School Year 1965-66".

Exhibit 335 "Selecting Students for Vocational Counseling at the Advisement Service".

Exhibit 336 "A Brief History of the Advisement Service", and letter of transmittal, December 1, 1965.

Exhibit 337 List of number of pupils sent to Advisement Service from high schools and colleges.

Exhibit 338 List of numbers of veterans and war orphans seen by Advisement Service, July 1966.

Exhibit 339 "Outline for Training Care Interviews".

Exhibit 340 Communication, "V.A. Group Counseling Project," October 14, 1966.

Exhibit 341 Communication for the Veteran Administration detailing the number of disabled veterans served by the Advisement Service from August, 1966 to January, 1967.

Exhibit 342 Announcement, "In-Service Training Sessions for E.O.A. Education Guidance Specialists", November 15, 1966.

Exhibit 343 Correspondence commending the leader of the training class listed as exhibit 342.

Exhibit 344 Cover letter and statement of Associated General Contractors of America, Southern California Chapter, Contained in "Affirmative Action as Equal Employment Opportunity", December 8, 1966.

Exhibit 345 Proposal, "Neighborhood Centers for Mental Health and Career Planning".

Exhibit 346 Correspondence, "July 7th Meeting re. 'Opening Doors' Proposal", October 10, 1966.

Exhibit 347 Outline for a speech to Adult Education Counselors, "Testing in Our Adult Society", August 8, 1966.

Exhibit 348 Report of field work and a log of time expanded by an employee of the Advisement Service.

Exhibit 349 Bulletin, "Tests of General Educational Development".

Exhibit 350 "Reference form for Evaluation of Experience and Professional Growth - High School Counselors".

Exhibit 351 "Announcement of Examination - Elementary Counselor".

Exhibit 352 "Reference Form for Evaluation of Training and Experience", for Coordinating Counselor, Elementary Division.

Exhibit 353 "Reference Form for Evaluation of Training and Experience", for Elementary Counselor.

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Exhibit 354 Communication from certain schools to parents, written in Spanish and in English.

Exhibit 355 Exhibits consisting of newspaper articles and of communication with parents.

Exhibit 356 Public Information news releases described in section A, page 89.

Exhibit 357 Public Information news releases described in section B, page 89.

Exhibit 358 Public Information news releases described in section C, page 89.

Exhibit 359 Public Information news releases described in section D, page 89.

Exhibit 360 Public Information news releases described in section E, page 90.

Exhibit 361 Public Information news releases described in section F, page 90.

Exhibit 362 Copies of Spotlight - Vol 3, No. 4 - November 3, 1965 through Vol 4 No. 4, December 14, 1966, described as Exhibits G1 through G15, page 90.

Exhibit 363 Reference List, "Administrative Elementary School Personnel, By Areas - First Semester 1966-67", December 5, 1966.

Exhibit 364 Leaflets sent home with elementary pupils.

A. "Reporting Pupil Progress in Elementary Schools".
B. "Kindergarten is a Place to Learn".
C. "Homework in the Elementary Schools".
D. "We teach Pariotism in the Elementary Schools".
E. "We teach Art in the Elementary Schools".
F. "We teach Music in the Elementary Schools".
G. "These Things We Do".

Exhibit 365 Elementary Report Cards (4).

Exhibit 366 "Minutes of the Reception Room Counselors Meeting", March 3, 1966.

Exhibit 367 Notices in Spanish (2), concerning the Reception Room Program.

Exhibit 368 Adult School Fliers printed in Spanish or in Spanish and English.

Exhibit 369 Adult School materials printed in Spanish.

Exhibit 370 Newspaper articles from the Los Angeles Times and Herald-Examiner.

Exhibit 371 Schedule of Adult Education T.V. programming and a letter of appreciation.